

Grade 4 Language Arts

1. Reads with accuracy and fluency at grade level (all benchmarks measured using current reading assessments)

Trimester	1	2	3	4
1 st	With scaffolding, prompting, and support, reads some words accurately, with some fluency and expression, for understanding of below grade level texts.	With teacher prompting and support, reads most words accurately, with some fluency and expression, for understanding of grade level and below grade level texts.	Independently reads all words accurately, with fluency and expression, for understanding of grade level texts.	Independently and consistently reads all words accurately with high fluency and expression for understanding of above grade level texts.
2 nd	With scaffolding, prompting, and support, reads some words accurately, with some fluency and expression, for understanding of below grade level texts.	With teacher prompting and support, reads most words accurately, with some fluency and expression, for understanding of grade level and below grade level texts.	Independently reads all words accurately, with fluency and expression, for understanding of grade level texts.	Independently and consistently reads all words accurately with high fluency and expression for understanding of above grade level texts.
3 rd	With scaffolding, prompting, and support, reads some words accurately, with some fluency and expression, for understanding of below grade level texts.	With teacher prompting and support, reads most words accurately, with some fluency and expression, for understanding of grade level and below grade level texts.	Independently reads all words accurately, with fluency and expression, for understanding of grade level texts.	Independently and consistently reads all words accurately with high fluency and expression for understanding of above grade level texts.

2. Demonstrates understanding of multiple meaning words and phrases and unknown words.

Trimester	1	2	3	4
1 st	Unable to determine the meaning of a word using context clues a below-grade level text.	Inconsistently able to determine the meaning of a word using context clues in a below or grade level text.	Consistently able to determine the meaning of a word using context clues in a grade level text.	Consistently able to determine the meaning of a word using context clues, Greek and Latin affixes and roots, or reference materials in a grade level text.

2 nd	Unable to determine the meaning of a word using context clues, Greek and Latin affixes and roots, or reference materials below-grade level text.	Inconsistently able to determine the meaning of a word using context clues, Greek and Latin affixes and roots, or reference materials a below or grade level text.	Consistently able to determine the meaning of a word using context clues, Greek and Latin affixes and roots, or reference materials in a grade level text.	Consistently able to determine the meaning of a word using context clues, Greek and Latin affixes and roots, or reference materials in an above-grade level text.
3 rd	With support, student is unable to determine the meaning of a word using all prior knowledge to choose the best strategy below-grade level text.	Inconsistently able to determine the meaning of a word using all prior knowledge to choose the best strategy a below or grade level text.	Independently able to determine the meaning of a word using all prior knowledge to choose the best strategy in a grade level text.	Consistently able to determine the meaning of a word using context clues, Greek and Latin affixes and roots, or reference materials in an above-grade level text.

3. Uses reasons and evidence to support points

Trimester	1	2	3	4
1 st	Unable to restate and answer comprehension questions using one piece of evidence in a below-grade level text.	Inconsistently able to restate and answer comprehension questions using one piece of evidence in a grade level text.	Consistently able to restate and answer comprehension questions using one piece of evidence in a grade level text.	Consistently able to restate and answer comprehension questions using one or two pieces of evidence in a grade level text.
2 nd	Unable to restate and answer comprehension questions using one or two pieces of evidence in a below-grade level text.	Inconsistently able to restate and answer comprehension questions using one or two pieces of evidence in a grade level text.	Consistently able to restate and answer comprehension questions using one or two pieces of evidence in a grade level text.	Consistently able to restate and answer comprehension questions using one or two pieces of evidence and explanation in a grade level text.
3 rd	Unable to restate and answer comprehension questions using multiple pieces of evidence and explanation in a below-grade level text.	Inconsistently able to restate and answer comprehension questions using multiple pieces of evidence and explanation in a grade level text.	Consistently able to restate and answer comprehension questions using multiple pieces of evidence and explanation in a grade level text.	Consistently able to restate and answer comprehension questions using multiple pieces of evidence and explanation in an above-grade level text.

4. Describes overall structure of an informational text.

Trimester	1	2	3	4
1 st	Unable to use a below-grade level text to identify structure (chronology, comparison, cause/effect, problem/solution).	Inconsistently able to use a grade level text to identify structure (chronology, comparison, cause/effect, problem/solution).	Consistently able to use a grade level text to identify structure (chronology, comparison, cause/effect, problem/solution).	Consistently able to use a grade level text to identify structure (chronology, comparison, cause/effect, problem/solution) and use multiple pieces of evidence to support reasoning.
2 nd	Unable to use a grade level text to identify structure (chronology, comparison, cause/effect, problem/solution) and use evidence to support reasoning.	Inconsistently able to use a grade level text to identify structure (chronology, comparison, cause/effect, problem/solution) and use evidence to support reasoning.	Consistently able to use a grade level text to identify structure (chronology, comparison, cause/effect, problem/solution) and use evidence to support reasoning.	Consistently able to use an above-grade level text to identify structure (chronology, comparison, cause/effect, problem/solution) and use multiple pieces of evidence to support reasoning.
3 rd	Unable to use a grade level text to identify structure (chronology, comparison, cause/effect, problem/solution) and use multiple pieces of evidence to support reasoning.	Inconsistently able to use a grade level text to identify structure (chronology, comparison, cause/effect, problem/solution) and use multiple pieces of evidence to support reasoning.	Consistently able to use a grade level text to identify structure (chronology, comparison, cause/effect, problem/solution) and use multiple pieces of evidence to support reasoning.	Consistently able to compare and contrast two or more above-grade level texts to identify structure (chronology, comparison, cause/effect, problem/solution) and use multiple pieces of evidence to support reasoning.

5. Able to identify main idea and detail

Trimester	1	2	3	4
1 st	Unable to identify the main idea when provided with the supporting details in a below grade level text.	Inconsistently able to identify the main idea when provided with the supporting details in a grade level text.	Consistently able to identify the main idea when provided with the supporting details in a grade level text.	Consistently able to identify the main idea and supporting details in an above-grade level text.

2 nd	Unable to identify the main idea and supporting details in a grade level text.	Inconsistently able to identify the main idea and supporting details in a grade level text.	Consistently able to identify the main idea and supporting details in a grade level text.	Independently and consistently determines the main idea of a text and explains how relevant details support the main idea in above grade level texts.
3 rd	Unable to determines the main idea of a text and explains how relevant details support the main idea in a grade level text.	Inconsistently determines the main idea of a text and explains how relevant details support the main idea in a grade level text.	Consistently determines the main idea of a text and explains how relevant details support the main idea in a grade level text.	Independently and consistently determines the main idea of a text and explains how relevant details support the main idea in above grade level texts.

6. Ability to understand and describe narrative elements of a story.

Trimester	1	2	3	4
1 st	Unable to identify the narrative elements in a grade level story or drama.	Inconsistently identifies the narrative elements in grade level story or drama.	Consistently identifies the narrative elements in grade level story or drama.	Consistently describes in depth a character, setting or event in a story or drama drawing on specific details in the text from the character's thoughts, words, or actions.
2 nd	Unable to identify the narrative elements in grade level story or drama, focusing on the character's thoughts, words, or actions.	Inconsistently identifies the narrative elements in grade level story or drama, focusing on the character's thoughts, words, or actions.	Consistently identifies the narrative elements in grade level story or drama, focusing on the character's thoughts, words, or actions.	Consistently describes in depth a character, setting or event in a story or drama drawing on specific details in the text from the character's thoughts, words, or actions.
3 rd	Unable to describe in depth a character, setting or event in a story or drama drawing on specific details in the text from the character's thoughts, words, or actions.	Inconsistently describes in depth a character, setting or event in a story or drama drawing on specific details in the text from the character's thoughts, words, or actions.	Consistently describes in depth a character, setting or event in a story or drama drawing on specific details in the text from the character's thoughts, words, or actions.	Consistently describes in depth a character, setting or event in a story or drama drawing on specific details in the text from the character's thoughts, words, or actions.

				Explains how the setting or event influences the character's thoughts, words, or actions using an above-grade level text.
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7. Compare and contrast themes and topics of a grade level text.

Trimester	1	2	3	4
1 st	With prompting, scaffolding, and support, may be able to identify the theme when provided with the relative details that support the theme in a below-grade level text.	With teacher prompting and support, inconsistently determines the theme of a below or grade level text.	Consistently able to identify the theme of a grade level text with relevant details from the text.	Consistently able to identify the theme of an above-grade level text with an explanation using relevant details from the text.
2 nd	With prompting, scaffolding, and support, may be able to identify the theme when provided with the relative details that support the theme in a below-grade level text.	With teacher prompting and support, inconsistently determines the theme of a below or grade level text with an explanation using relevant details from the text.	Consistently able to identify the theme of a grade level text with an explanation using relevant details from the text.	Consistently able to identify the theme of multiple above-grade level texts, and explain the similarities and differences using relevant details from the text.
3 rd	With prompting, scaffolding, and support, may be able to identify the theme when provided with the relative details that support the theme in a below-grade level text.	Inconsistently determines the theme of a below or grade level text with an explanation using relevant details from the text.	Consistently able to identify the theme of multiple grade level texts, and explain the similarities and differences using relevant details from the text.	Consistently able to identify the theme of multiple above-grade level texts, and explain the similarities and differences using relevant details from the text.

8. Summarize the text

Trimester	1	2	3	4
1 st	With scaffolding, prompting, and teacher support, may be able to identify the important events in the beginning,	With teacher prompting and support, identifies the important events in the	Summarizes the text that shows the understanding of beginning, middle, and end	Summarizes the text that shows the understanding of most important details beginning, middle, and end

	middle, and end of a below grade level text in order to summarize the text.	beginning, middle, and end of below grade level text.	of a grade level text using a sequential manner.	of a grade level text using an organized and sequential manner.
2 nd	With scaffolding, prompting, and teacher support, may be able to identify the important events in the beginning, middle, and end of a below grade level text in order to summarize the text.	With teacher prompting and support or using graphic organizer, identifies the important events in the beginning, middle, and end of at or below grade level text.	Summarizes the text that shows the understanding of beginning, middle, and end of a grade level text using a sequential manner.	Summarizes the text that shows the understanding of most important details beginning, middle, and end of an above-grade level text using an organized and sequential manner.
3 rd	With scaffolding, prompting, and teacher support, may be able to identify the important events in the beginning, middle, and end of a below grade level text in order to summarize the text.	With using graphic organizer, identifies the important events in the beginning, middle, and end of at or below grade level text.	Summarizes the text that shows the understanding of most important details beginning, middle, and end of a grade level text using an organized and sequential manner.	Summarizes the text that shows the understanding of most important details beginning, middle, and end of an above-grade level text using an organized and sequential manner.

9. Supports opinions, inferences, and explanations with evidence from the text.

Trimester	1	2	3	4
1 st	With scaffolding, prompting, and teacher direction writes position pieces on topics with no organizational structure and minimal support facts. A concluding sentence is not included or related to the topic.	With scaffolding, prompting, and support, writes position pieces on topics or texts with minimal organizational structure and supporting facts and details. A concluding sentence related to the position may or may not be included. There may be some transitional phrases within the organizational structure.	With teacher prompting and support, writes position pieces on topics or texts with an organizational structure supported by facts and details. A concluding sentence or section related to the position is included. Uses several transitional phrases within the organizational structure.	Independently writes position pieces on topics or texts with an organizational structure supported by relevant facts and details. A strong concluding sentence or section related to the position is included. Uses transitional phrases within the organizational structure. Writing is appropriate for a specific audience
2 nd	With scaffolding, prompting, and teacher direction writes	With scaffolding, prompting, and/or support, writes position	Independently writes position pieces on topics or texts with	Independently and consistently writes

	position pieces on topics with no organizational structure and minimal support facts. A concluding sentence is not included or related to the topic.	pieces on topics or texts with minimal organizational structure and supporting facts and details. A concluding sentence related to the position may or may not be included. There may be some transitional phrases within the organizational structure.	an organizational structure supported by relevant facts and details. A strong concluding sentence or section related to the position is included. Uses transitional phrases within the organizational structure.	position pieces on topics or texts with an organizational structure supported by relevant facts and details. A strong concluding sentence or section related to the position is included. Uses transitional phrases within the organizational structure. Writer's voice is evident throughout the piece. Writing is appropriate for a specific audience.
3 rd	With scaffolding, prompting, and teacher direction writes position pieces on topics with no organizational structure and minimal support facts. A concluding sentence is not included or related to the topic.	With scaffolding, prompting, and/or support, writes position pieces on topics or texts with minimal organizational structure and supporting facts and details. A concluding sentence related to the position may or may not be included. There may be some transitional phrases within the organizational structure.	Independently writes position pieces on topics or texts with an organizational structure supported by relevant facts and details. A strong concluding sentence or section related to the position is included. Uses transitional phrases within the organizational structure.	Independently and consistently writes position pieces on topics or texts with an organizational structure supported by relevant facts and details. A strong concluding sentence or section related to the position is included. Uses transitional phrases within the organizational structure. Writer's voice is evident throughout the piece. Writing is appropriate for a specific audience.

10. Applies writing process strategies to develop and strengthen writing.

Trimester	1	2	3	4
1 st	With scaffolded support and guidance from teachers, develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are developed with limited flow of writing from beginning to end.	With increased support and guidance from teachers and peers, develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are developed with some flow of writing from beginning to end.	With support and guidance from teachers and peers, develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are developed with an appropriate flow of writing from beginning to end.	Independently develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are well-developed with an appropriate flow of writing from beginning to end.
2 nd	With scaffolded support and guidance from teachers, develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are developed with limited flow of writing from beginning to end.	With support and guidance from teachers and peers, develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are developed with some flow of writing from beginning to end.	With occasional guidance from teachers and peers, develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are developed with an appropriate flow of writing from beginning to end.	Independently and consistently develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are well-developed with an appropriate flow of writing from beginning to end.
3 rd	With scaffolded support and guidance from teachers, develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are developed with limited flow of writing from beginning to end.	With support and guidance from teachers and peers, develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are developed with some flow of writing from beginning to end.	Independently develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are developed with an appropriate flow of writing from beginning to end.	Independently and consistently develops and strengthens writing using the stages of planning, revising, and editing. Written pieces are well-developed with an appropriate flow of writing from beginning to end. Pieces are complete with appropriate elaboration.