| Standard(s): ELAGSERI.1 Refer to examples in a text when explaining what the text says explicitly (states clearly) and when drawing inferences. ELAGSERL.1 Refer to examples in a text when explaining what the text says explicitly (states clearly) and when drawing inferences. | |
|---|---|
| 4.0 | The student will <br> • Refer to examples in a text what the text says explicitly (states clearly) and when drawing inferences. <br> • Complete a performance-based task identified by the teacher. |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will <br> • **ELAGSERI.1 Refer to examples in a text when explaining what the text says explicitly (states clearly) and when drawing inferences.** <br> • **ELAGSERL.1 Refer to examples in a text when explaining what the text says explicitly (states clearly) and when drawing inferences.** |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| | The student will be able to: <br> • Refer to a detail and / or example in a text when explaining what the text says explicitly |
| 2.0 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.5 | The student will be able to **recognize** the meaning of specific vocabulary, including <br> • Details, text evidence, inference <br> • Refers to the text as the basis for answers to questions that demonstrate understanding of a text |
| 1.0 | Even with no help, no success |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

| | Standard(s): ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
|---|---|
| 4.0 | The student will:<br>• Identify theme of a story, drama, or poem from details in a text.<br>• Summarize the text.<br>• Complete a performance-based task.<br>Recognize specific vocabulary:<br>    • |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will:<br>**ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.**<br>**—Identify a theme in a text** (for example, state that the importance of friendship is a theme of Antoine de Saint-Exupéry's *The Little Prince*). |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | **ELAGSE4RL2—**The student will:<br>• Determine explicitly stated theme of a story, drama, or poem from details in the text; summarize the text.<br>•Recognize or recall specific vocabulary<br>• State that a theme is a message or lesson |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

| Standard(s): ELAGSE4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) | |
|---|---|
| 4.0 | The student will: <br> • Analyze the thoughts, actions, and words of a character, setting, or event in a story or drama, drawing on implicit details in a more complex text. <br> • Complete a performance-based task. <br> Suggested key terms: <br> • Explicit <br> • Rising action <br> • Solution <br> • Implicit <br> • Falling action <br> • Plot <br> • Inference <br> • Problem <br> • Characters <br> • Describe <br> • Setting <br> • Resolution <br> • Details <br> • Climax |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will: <br> **ELAGSE4RL3:** <br> **• Describe a character, event, or setting using specific details from a narrative text** (a character's actions, words, thoughts). |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | **ELAGSE4RL3—**The student will recognize or recall specific vocabulary (for example, *action*, *character*, *description*, *dialogue*, *event*, *setting*, *trait*) and perform basic processes such as: <br> • Describe specific characters, settings, and events in a text. |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

| Standard(s): ELAGSE4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | |
| --- | --- |
| 4.0 | The student will:<br>• Complete a performance-based task. (Rewrite a short text or a portion of a longer text as a different type of text). |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will compare poems, fictional prose, nonfiction prose, and dramas:<br>- Explain major differences between poems, drama, and prose, and<br>- Refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | The student will:<br>• Describe structural components of dramas, poems, and prose.<br>• Vocabulary to know:<br>- lines, stanzas, verses<br>- act, scene, stage directions, dialogue, character lists<br>- sentences, paragraphs, chapters, headings |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

| Standard(s): ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations | |
|---|---|
| 4.0 | The student will:<br>• Identify the point of view of<br>• Students will rewrite a text in a different point of view. |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will:<br>• Identify who is telling a story<br>• Identify the difference between first- and third-person point of view<br>• Compare and contrast the point of view of multiple pieces of text |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | The student will:<br>• Describe the difference between first- and third-person points of view.<br>**Vocabulary to know:**<br>- Narrator<br>- Point of View<br>- First Person<br>- Third Person |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

| Standard(s): ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. | |
|---|---|
| 4.0 | The student will:<br>• Compare the themes in two different texts.<br>• Students will read a text independently and determine the main idea and provide supporting details from the text.<br>• Students will summarize the text and present to the class. |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will:<br>• Use key details and examples to determine the main idea.<br>• Write a summary of the text. |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | The student will:<br>• Use explicitly key details and examples to determine the main idea.<br>Vocabulary to know:<br>- Main Idea<br>- Key Details<br>- Summary<br>- Supported<br>- Explicitly/Implicitly |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

| Standard(s): ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | |
|---|---|
| 4.0 | The student will:<br>• Give multiple examples of how to apply new vocabulary in different subject areas in oral or written form.<br>Create sentences using academic and domain-specific words. |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will:<br>• Determine the meaning of general academic and domain-specific words and phrases in a text.<br>• Applying context clues, root words, or affixes to determine the meaning of unknown words independently. |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | The student will be able to:<br>• Use context clues, root words, or affixes to determine the meaning of unknown words, but still need help to apply these skills.<br>Vocabulary to know:<br>- Academic<br>- Domain-specific<br>- Determine<br>- Relevant<br>- Context Clues |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

| Standard(s): ELAGSE4RI5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | |
|---|---|
| 4.0 | The student will: • Complete a performance-based task. (Rewrite a short text or a portion of a longer text as a different type of text). |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will: • Describe common organizational structures in informational texts. • Identify key words and phrases that indicate organizational structure of events, ideas, concepts, or information in text |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | The student will recognize or recall specific vocabulary - Chronological/Sequence - Compare/Contrast - Cause/Effect - Problem/Solution - Text Structure |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

| Standard(s): ELAGSE4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided | |
|---|---|
| 4.0 | The student will:<br>• Complete a performance-based task.<br>• Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will:<br>• Identify the difference between firsthand and secondhand accounts and primary and secondary source documents<br>• Compare and Contrast a firsthand account and a secondhand account when reading about the same event or topic<br>**Vocabulary to know:**<br>- **Similarities/Differences**<br>- **Article, Autobiography, Account, Biography**<br>- **Diary, Encylcopedia**<br>- **Firsthand/ First person**<br>- **Letter, Primary**<br>- **Pronoun**<br>- **Recount**<br>- **Secondary, Secondhand**<br>- **source** |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | **The student will:**<br>- Distinguish their own point of view from that of the author of a text<br>- Identify point of view pronouns<br>First – I, me, my, ours, etc<br>Third – They, Them, he, she, etc |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

| Standard(s): ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | |
|---|---|
| 4.0 | The student will:<br>• Complete a performance-based task. (Gather information and present to class). |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will:<br>—Explain how text features and visual or multimedia presentations of information help organize a text. |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | The student will:<br>• Identify various text features (such as headings, charts, graphs, images, captions).<br>Vocabulary to know:<br>    - Charts, Graphs, Diagrams<br>    - Timelines<br>    - Animations, Interactive Elements<br>    - Visually, Orally<br>    - Quantitatively<br>    - Illustration, Captions |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

| Standard(s): ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
|---|---|
| 4.0 | The student will:<br>• Explain how word choice, similes, and metaphors in a text help a reader understand a main idea |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will:<br>• Explain the meaning of simple similes and metaphors<br>• Describe the purpose of similes and metaphors |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | The student will:<br>• Distinguish the literal and non-literal meanings of words and phrasesin context (e.g., take steps). |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

| | |
|---|---|
| **Standard(s): ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.** | |
| 4.0 | The student will:<br>• Give vivid reasons and details to support opinion.<br>• Introduce the topic or book they are writing about using complex sentences, state an opinion, and create an organizational structure that lists reasons.<br>• Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | The student will:<br>• Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.<br>• Provide reasons that support the opinion.<br>• Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.<br>• Provide a concluding statement or section related to the opinion presented. |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | The student will:<br>• Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.<br>• Provide reasons that support the opinion.<br>• Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | Even with help, no success |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |