

Grade 4

Literature and Informational Texts

Revised June 2017

Students who are working beyond the standard read at or above a level 50 and consistently exceed the end-of-year standard.

Term	Reads and comprehends a variety of grade level texts. RL.1 and RI.1; RI.3; RL.10 and RI.10
1	<p>Reads and comprehends Level 38/P text proficiently and independently. With support, (shared reading, guided reading), reads and understands level 40/Q text. With prompting, uses a variety of strategies such as predicting, connecting, visualizing, and questioning to comprehend text. Asks and answers literal and inferential questions (orally and in writing) about literature and non-fiction topics (Social Studies, Science, Math) using information from illustrations (e.g. pictures, maps, photographs) and text. <i>Also addressed in content areas; provides some details and examples.</i></p>
2	<p>Reads and comprehends Level 40/Q text proficiently and independently. With support (shared reading, guided reading), reads and understands level 40/R text. Uses a variety of strategies such as predicting, connecting, visualizing, and questioning to comprehend text. Asks and answers literal and inferential questions (orally and in writing) about literature and non-fiction topics (Social Studies, Science, Math) using information from illustrations (e.g. pictures, maps, photographs) and text. <i>Also addressed in content areas; provides sufficient details and examples.</i></p>
3	<p>Reads and comprehends Level 40/R text proficiently and independently. Uses a variety of strategies such as predicting, connecting, visualizing, and questioning to comprehend text, Asks and answers literal and inferential questions (orally and in writing) about literature and non-fiction topics (Social Studies, Science, Math) using information from illustrations (e.g. pictures, maps, photographs) and text. <i>Also addressed in content areas; provides sufficient details and examples.</i></p>

Term	Determines key ideas/theme of text and gives evidence. RL2 and RI2; RI.8
1	Determines the main idea of a text and explains how it is supported by key details.
2	Determines the theme of a story using details from the text. Determines the main idea of a text and explains how it is supported by key details.
3	Determines the theme of a story, drama, or poem using details from the text. Determines the main idea of a text and explains how it is supported by key details. Explains how authors use reasons and evidence to support particular points in a text.

Term	Understands text structures, features, and elements. RL 3; R.L.5 and RI.5; RI.7; MA.8
1	Describes 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. Interprets information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explains how the information contributes to understanding the text.
2	Identifies and describes characters, setting, and events in a story drawing on specific details from the text.
3	Identifies and describes characters, setting, and events in a story or drama drawing on specific details from the text. Explains major differences between poems, drama, and prose and refers to the structural elements of poems and dramas. Describes 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. Interprets information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explains how the information contributes to understanding the text. Locates and analyzes examples of similes and metaphors in stories, poems, folktales, and plays, and explains how these literary devices enrich the text.

Term	Summarizes important ideas and details in a text. RL.2 and RI.2
1	Summarizes a grade level informational text, using a graphic organizer to plan the summary. Includes key details.
2	Summarizes a grade level story including key details.
3	Summarizes a grade level story or informational text, including key details.

Term	Determines meaning of unknown words and phrases in text. RL.4 and RI.4; L.4 and L.5; MA.8
1	<p>Determines meaning of words and phrases in text using context (e.g. definitions, examples, or restatements) and reference materials (e.g. dictionaries, glossaries, thesauruses).</p> <p>Understands words by relating them to antonyms and synonyms.</p> <p>Determines meaning of academic and content-specific words and phrases in informational text.</p>
2	<p>Determines meaning of words and phrases in text using context (e.g. definitions, examples, or restatements), reference materials (e.g. dictionaries, glossaries, thesauruses), and grade-appropriate affixes and roots.</p> <p>Understands words by relating them to antonyms and synonyms.</p> <p>Determines meaning of academic and content-specific words and phrases in informational text.</p>

3	<p>Determines meaning of words and phrases in text using context (e.g. definitions, examples, or restatements), reference materials (e.g. dictionaries, glossaries, thesauruses), and grade-appropriate affixes and roots.</p> <p>Understands words by relating them to antonyms and synonyms.</p> <p>Explains the meaning of simple similes and metaphors in text.</p> <p>Explains the meaning of common idioms, adages, and proverbs.</p> <p>Determines meaning of academic and content-specific words and phrases in informational text.</p>
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Term	Compares/contrasts important points, elements, and key details of two or more texts. RL. 6 and RI.6; RL.9 and RI.9
1	Integrates information from two texts on the same topic in order to write or speak about a topic.
2	<p>Compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narration.</p> <p>Compares and contrasts a firsthand and secondhand account of the same event or topic (e.g., immigration, Lowell Mills, earthquakes/volcanoes, Jamestown) and describes the difference in focus and the information provided. <i>Addressed in Content Area instruction.</i></p>
3	<p>Compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narration.</p> <p>Integrates information from two texts on the same topic in order to write or speak about the subject.</p> <p>Compares and contrasts a firsthand and secondhand account of the same event or topic (e.g., immigration, Lowell Mills, rapid earth changes, landing on the moon, Jamestown) and describes the difference in focus and the information provided. <i>Addressed in Content Area instruction.</i></p> <p>Compares and contrasts the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.</p>

Foundational Skills

Term	Reads orally with accuracy and fluency. RFS.3 and RFS.4
1	Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context. Reads grade level text orally with accuracy, appropriate rate (95+ wpm), and expression.
2	Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context. Reads grade level text orally with accuracy, appropriate rate (105+ wpm), and expression.
3	Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context. Reads grade level text orally with accuracy, appropriate rate (115+ wpm), and expression.

- Use reading rates as a guideline. If a student reads slightly below these guidelines, but reads with appropriate phrasing and attention to punctuation, they may still meet the standard.

Writing

Term	Writes narratives to develop real or imagined stories. W.3, MA 3.a, and W.10
1	N/A
2	<p>Introduces characters and/or narrator and setting. Organizes events in a clear sequence. Uses dialogue and description to develop experiences and events and show character’s reactions. Uses a variety of transitional words and phrases. Uses a variety of words, sentences, and sensory details. Provides a conclusion that follows from the experience.</p> <p>Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
3	<p>Introduces characters and/or narrator and setting. Organizes events in a clear sequence. Uses dialogue and description to develop experiences and events and show character’s reactions. Uses a variety of transitional words and phrases. Uses a variety of words, sentences, and sensory details. Provides a conclusion that follows from the experience.</p> <p>Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Term	Writes opinion pieces supporting a point of view with reasons and information. W.1. and W.10
1	N/A
2	N/A

3	<p>Introduces a topic clearly and states an opinion. Provides reasons that are supported by facts and details. Organizes reasons and evidence into paragraphs. Links opinions and reasons using words and phrases. Uses a variety of words and sentences.</p> <p>Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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Term	Writes informative/explanatory pieces to convey ideas and information. W.2, W.9 and W.10
1	<p>Develops a topic with sufficient information. Organizes information into paragraphs or sections. Links ideas within categories using words and phrases. Uses precise language and domain-specific vocabulary. Provides a concluding section or statement.</p> <p>Draws evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
2	N/A
3	N/A

Term	Develops and strengthens writing as needed by planning, drafting, revising, and editing. W.5
1	Generates ideas and chooses a topic with support Uses or generates a graphic organizer with support Revises the draft with support. Edits draft using taught grade level conventions with support.
2	Independently generates ideas and chooses a topic. Independently uses a graphic organizer. Generates a graphic organizer with support. Applies revision strategies from mini-lessons or teacher/peer conferences, with support. Edits draft using taught grade level conventions with support.
3	Independently generates ideas and chooses a topic. Independently uses or generates a graphic organizer. Independently revises draft; applies revision strategies from mini-lessons or teacher/peer conferences. Independently edits draft using grade level conventions that have been taught.

Term	Finds and takes notes on relevant information from a variety of sources for research purpose. R.I. 7 and R.I. 9; W.7 and W.8
1	Conducts short research projects. Takes notes from print and digital sources, with support. Categorizes information. Provides a list of sources, with support
2	N/A
3	Conducts short research projects. Takes notes from print and digital sources. Categorizes information. Provides a list of sources.

Speaking and Listening

Term	Engages effectively in a range of collaborative discussions SL.1, SL.2, and SL.3
1	Follow rules for discussions. With support, comes to discussions prepared. With support, asks and answers questions; connects to the remarks of others. Stays on topic.
2	Follow rules for discussions. Comes to discussions prepared. Asks and answers questions; connects to the remarks of others. Stays on topic.
3	Follow rules for discussions. Comes to discussions prepared. Asks and answers questions; connects to the remarks of others. Stays on topic. Paraphrase ideas shared in a group discussion.

Term	Communicates effectively in oral presentations. SL.4, SL.5, and SL.6
1	N/A
2	Speaks clearly at an understandable pace. Tells a story and reports on a topic or text with sufficient details. Includes multimedia components and visual displays in presentations, when appropriate.
3	Speaks clearly at an understandable pace. Tells a story and reports on a topic or text with sufficient details. Includes multimedia components and visual displays in presentations, when appropriate. Uses formal English when appropriate to task and situation.

Language

Term	Spells grade-appropriate words and uses spelling patterns accurately in daily writing. L.2e.
1	Applies studied spelling rules and patterns in daily writing. Spells grade-appropriate high frequency words correctly in daily writing. Uses spelling resources, as needed, in daily writing.
2	Applies studied spelling rules and patterns in daily writing. Spells grade-appropriate high frequency words correctly in daily writing. Uses spelling resources, as needed, in daily writing.
3	Applies studied spelling rules and patterns in daily writing. Spells grade-appropriate high frequency words correctly in daily writing. Uses spelling resources, as needed, in daily writing.

Term	Uses grade-level appropriate conventions (grammar, punctuation, and capitalization) in daily writing.* L.1. and L.2 a-d
1	Uses end punctuation correctly. Uses capital letters for proper nouns and titles. Uses commas in dates and addresses. Uses commas and quotation marks in dialogue. Produces complete sentences; with support, recognizes and corrects inappropriate fragments and run-ons.
2	Uses end punctuation correctly. Uses capital letters for proper nouns and titles. Uses commas in dates and addresses.

	<p>Uses commas and quotation marks in dialogue.</p> <p>Uses commas and quotation marks when quoting text, with support.</p> <p>Produces complete sentences; with support, recognizes and corrects inappropriate fragments and run-ons.</p>
3	<p>Uses end punctuation correctly.</p> <p>Uses capital letters for proper nouns and titles.</p> <p>Uses commas in dates and addresses.</p> <p>Uses commas and quotation marks in dialogue.</p> <p>Uses commas and quotation marks when quoting text.</p> <p>Uses a comma before a coordinating conjunction in a compound sentence.</p> <p>Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>

*As the year progresses, students should use these conventions with increasing accuracy and independence.

Term	Understands and uses grade-level vocabulary. L.6
1	Understands and uses vocabulary taught through literature and content area instruction.
2	Understands and uses vocabulary taught through literature and content area instruction.
3	Understands and uses vocabulary taught through literature and content area instruction.