

Learning Progressions

GRADE
4

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS



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NC ELA Standards — Learning Progressions

Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

Formative Assessment:

- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

Other Considerations

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

Disclaimer

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

Reading Literature – Grade 4

STANDARD

RL.4.1 Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text.

| Beginning | Progressing | Applying | Extending |
|---|--|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Refer explicitly to the text as the basis for the answers, when answering questions <input type="checkbox"/> Refer explicitly to the text as the basis for the answers, when asking questions | <ul style="list-style-type: none"> <input type="checkbox"/> Explain what the text says explicitly <input type="checkbox"/> Refer to details and examples in a text when explaining what the text says explicitly | <ul style="list-style-type: none"> <input type="checkbox"/> Refer to details and examples in a text when explaining what the text says when drawing inferences from the text. <input type="checkbox"/> Consistently demonstrate grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Quote accurately from a text when explaining what the text says explicitly <input type="checkbox"/> Quote accurately from a text when drawing inferences from the text |

STANDARD

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

| Beginning | Progressing | Applying | Extending |
|---|--|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Identify details in the text where the subject or underlying meaning of the text appears | <ul style="list-style-type: none"> <input type="checkbox"/> Determine a theme of a story, drama, or poem from details in the text | <ul style="list-style-type: none"> <input type="checkbox"/> Summarize the text, using the theme and details from the text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Include how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic |

STANDARD

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

| Beginning | Progressing | Applying | Extending |
|---|---|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> In a story or drama: <ul style="list-style-type: none"> <input type="checkbox"/> Describe a character <input type="checkbox"/> Describe the setting <input type="checkbox"/> Describe an event | <ul style="list-style-type: none"> <input type="checkbox"/> In a story or drama: <ul style="list-style-type: none"> <input type="checkbox"/> In depth, describe a character <input type="checkbox"/> In depth, describe the setting <input type="checkbox"/> In depth, describe an event | <ul style="list-style-type: none"> <input type="checkbox"/> Draw on specific details in the text, when describing a character in depth <input type="checkbox"/> Draw on specific details in the text, when describing the setting in depth <input type="checkbox"/> Draw on specific details in the text, when describing an event in depth <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Compare two or more characters, settings, or events in a story or drama, drawing on specific details in the text <input type="checkbox"/> Contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text |

STANDARD

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.

| Beginning | Progressing | Applying | Extending |
|--|---|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of words as they are used in a text <input type="checkbox"/> Determine the meaning of phrases as they are used in a text | <ul style="list-style-type: none"> <input type="checkbox"/> Identify words that affect meaning <input type="checkbox"/> Identify words that affect tone | <ul style="list-style-type: none"> <input type="checkbox"/> For words that affect meaning, determine how they are used in the text <input type="checkbox"/> For words that affect tone, determine how they are used in the text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Recognizing specific word choices that contribute to meaning <input type="checkbox"/> Recognizing specific word choices that contribute to meaning |

STANDARD

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

| Beginning | Progressing | Applying | Extending |
|---|--|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Identify major differences between poems, drama, and prose | <ul style="list-style-type: none"> <input type="checkbox"/> Explain major differences between poems, drama, and prose | <ul style="list-style-type: none"> <input type="checkbox"/> Refer to the structural elements of poems and drama when writing or speaking about a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem |

STANDARD

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

| Beginning | Progressing | Applying | Extending |
|---|---|--|---|
| <p><input type="checkbox"/> Understand different types of narration</p> | <p><input type="checkbox"/> Identify the points of view from which stories are narrated</p> | <p><input type="checkbox"/> Compare the point of view from which different stories are narrated including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the difference between first and third-person narrations <p><input type="checkbox"/> Contrast the point of view from which different stories are narrated including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the difference between first and third-person narrations <p><input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task</p> | <p><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</p> <p><input type="checkbox"/> Describe how a narrator's or speaker's point of view influences how events are described.</p> |

STANDARD

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

| Beginning | Progressing | Applying | Extending |
|---|--|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Compare the text of a story or drama to a visual or oral presentation of the text <input type="checkbox"/> Contrast the text of a story or drama to a visual or oral presentation of the text | <ul style="list-style-type: none"><input type="checkbox"/> Make connections between the text of a story or drama and a visual or oral presentation of the text | <ul style="list-style-type: none"><input type="checkbox"/> Identify where each version reflects specific descriptions in the text. <input type="checkbox"/> Identify where each version reflects specific directions in the text. <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Analyze how visual elements contribute to the meaning, tone, or aesthetics of a text <input type="checkbox"/> Analyze how multimedia elements contribute to the meaning, tone, or aesthetics of a text |

STANDARD

RL.4.8 Not applicable in literature.

STANDARD

RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

| Beginning | Progressing | Applying | Extending |
|--|--|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Identify the common themes in stories, myths, and traditional literature <input type="checkbox"/> Identify the common topics in stories, myths, and traditional literature <input type="checkbox"/> Identify the common pattern of events in stories, myths, and traditional literature | <ul style="list-style-type: none"> <input type="checkbox"/> Compare the use of common themes in stories, myths, and traditional literature <input type="checkbox"/> Compare the common topics in stories, myths, and traditional literature <input type="checkbox"/> Compare the common pattern of events in stories, myths, and traditional literature | <ul style="list-style-type: none"> <input type="checkbox"/> Contrast the use of common themes in stories, myths, and traditional literature <input type="checkbox"/> Contrast the common topics in stories, myths, and traditional literature <input type="checkbox"/> Contrast the common pattern of events in stories, myths, and traditional literature <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Compare stories in the same genre on their approaches to similar themes <input type="checkbox"/> Compare stories in the same genre on their approaches to similar topics <input type="checkbox"/> Contrasts stories in the same genre on their approaches to similar themes <input type="checkbox"/> Contrasts stories in the same genre on their approaches to similar topics |

STANDARD

RL.4.10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

| Beginning | Progressing | Applying | Extending |
|---|---|---|---|
| <p><input type="checkbox"/> Read and understand literature within the 4-5 text complexity band proficiently and independently</p> | <p><input type="checkbox"/> Read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time</p> | <p><input type="checkbox"/> Connect prior knowledge to literature</p> <p><input type="checkbox"/> Connect experiences to literature</p> <p><input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task</p> | <p><input type="checkbox"/> Read and understand literature at the high end of the 4-5 text complexity band proficiently and independently</p> <p><input type="checkbox"/> Read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time</p> <p><input type="checkbox"/> Connect prior knowledge to literature</p> <p><input type="checkbox"/> Connect experiences to literature</p> |

Reading Informational Text – Grade 4

STANDARD

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

| Beginning | Progressing | Applying | Extending |
|---|--|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Refer explicitly to the text as the basis for the answers, when asking questions <input type="checkbox"/> Refer explicitly to the text as the basis for the answers, when answering questions | <ul style="list-style-type: none"> <input type="checkbox"/> Refer to details and examples in a text when explaining what the text says explicitly | <ul style="list-style-type: none"> <input type="checkbox"/> Refer to details and examples in a text when explaining what the text says when drawing inferences from the text. <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Quote accurately from a text when explaining what the text says explicitly <input type="checkbox"/> Quote accurately from a text when drawing inferences from the text |

STANDARD

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

| Beginning | Progressing | Applying | Extending |
|--|--|--|---|
| <input type="checkbox"/> Determine the main idea of a text | <input type="checkbox"/> Explain how the main idea of a text is supported by key details | <input type="checkbox"/> Summarize the text, using the main idea and supporting key details <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task | <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Determine two or more main ideas of a text <input type="checkbox"/> Explain how the main ideas are supported by key details <input type="checkbox"/> Summarize the text. |

STANDARD

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

| Beginning | Progressing | Applying | Extending |
|---|--|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Identify events, procedures, ideas, or concepts in a historical, scientific, or technical text in a text | <ul style="list-style-type: none"> <input type="checkbox"/> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text in a text | <ul style="list-style-type: none"> <input type="checkbox"/> Include what happened based on specific information in the text, when explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text <input type="checkbox"/> Include why something happened based on specific information in the text, when explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |

STANDARD

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

| Beginning | Progressing | Applying | Extending |
|--|---|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Identify general academic words in a text relevant to a grade 4 topic or subject area <input type="checkbox"/> Identify domain-specific academic words in a text relevant to a grade 4 topic or subject area | <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of general academic words in a text <input type="checkbox"/> Determine the meaning of domain-specific words in a text <input type="checkbox"/> Identify general academic phrases in a text relevant to a grade 4 topic or subject area <input type="checkbox"/> Identify domain-specific academic phrases in a text relevant to a grade 4 topic or subject area | <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of general academic phrases in a text relevant to a grade 4 topic or subject area <input type="checkbox"/> Determine the meaning of domain-specific phrases in a text relevant to a grade 4 topic or subject area <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Determine the meaning of general academic words in a text relevant to a grade 5 topic or subject area <input type="checkbox"/> Determine the meaning of domain-specific words in a text relevant to a grade 5 topic or subject area <input type="checkbox"/> Determine the meaning of general academic phrases in a text relevant to a grade 5 topic or subject area <input type="checkbox"/> Determine the meaning of domain-specific phrases in a text relevant to a grade 5 topic or subject area |

STANDARD

RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

| Beginning | Progressing | Applying | Extending |
|---|---|---|--|
| <p><input type="checkbox"/> Recognize various text structures</p> | <p><input type="checkbox"/> Identify the overall structure of events, ideas, concepts, or information in a text or part of a text</p> | <p><input type="checkbox"/> Describe the overall structure of events, ideas, concepts, or information in a text or part of a text</p> <p><input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task</p> | <p><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task</p> <p><input type="checkbox"/> Compare the overall structure of events, ideas, concepts, or information in two or more texts</p> <p><input type="checkbox"/> Contrast the overall structure of events, ideas, concepts, or information in two or more texts</p> |

STANDARD

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

| Beginning | Progressing | Applying | Extending |
|---|---|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Recognize the difference between firsthand and secondhand accounts | <ul style="list-style-type: none"> <input type="checkbox"/> Compare a firsthand and secondhand account of the same event or topic <input type="checkbox"/> Contrast a firsthand and secondhand account of the same event or topic | <ul style="list-style-type: none"> <input type="checkbox"/> Describe the differences in focus and the information provided <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Analyze multiple accounts of the same event or topic <input type="checkbox"/> Note important similarities in the point of view they represent <input type="checkbox"/> Note important differences in the point of view they represent |

STANDARD

RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

| Beginning | Progressing | Applying | Extending |
|---|--|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Identify information presented visually, orally, or quantitatively in a text | <ul style="list-style-type: none"> <input type="checkbox"/> Interpret information presented visually, orally, or quantitatively in a text | <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the interpreted information contributes to an understanding of the text in which it appears <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently |

STANDARD

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

| Beginning | Progressing | Applying | Extending |
|---|---|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Identify the reasons used to support particular points in a text <input type="checkbox"/> Identify the evidence used to support particular points in a text | <ul style="list-style-type: none"> <input type="checkbox"/> Identify how the author uses reasons to support particular points in a text <input type="checkbox"/> Identify how the author uses evidence to support particular points in a text | <ul style="list-style-type: none"> <input type="checkbox"/> Explain how an author uses reasons to support particular points in a text <input type="checkbox"/> Explain how an author uses evidence to support particular points in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Explain how an author uses reasons to support particular points in a text <input type="checkbox"/> Explain how an author uses evidence to support particular points in a text <input type="checkbox"/> Identifying which reasons support which point(s) <input type="checkbox"/> Identifying which evidence support which point(s) |

STANDARD

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

| Beginning | Progressing | Applying | Extending |
|--|---|--|--|
| <input type="checkbox"/> Identify information from two texts on the same topic | <input type="checkbox"/> Integrate information from two texts on the same topic | <input type="checkbox"/> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably |

STANDARD

RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

| Beginning | Progressing | Applying | Extending |
|---|---|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Independently read informational texts within the 4-5 text complexity band <input type="checkbox"/> Proficiently read informational texts within the 4-5 text complexity band | <ul style="list-style-type: none"> <input type="checkbox"/> Independently read and understand informational texts within the 4-5 text complexity band for sustained periods of time <input type="checkbox"/> Proficiently read and understand informational texts within the 4-5 text complexity band for sustained periods of time | <ul style="list-style-type: none"> <input type="checkbox"/> Connect prior knowledge to informational text <input type="checkbox"/> Connect experiences to informational text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Independently read informational texts within the 4-5 text complexity band <input type="checkbox"/> Proficiently read informational texts at the high end of the 4-5 text complexity band <input type="checkbox"/> Independently read and understand informational texts at the high end of the 4-5 text complexity band for sustained periods of time <input type="checkbox"/> Proficiently read and understand informational texts at the high end of the 4-5 text complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge to informational text <input type="checkbox"/> Connect experiences to informational text |

Writing – Grade 4

STANDARD

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- c. Provide reasons that are supported by facts and details.
- d. Link opinion and reasons using words and phrases.
- e. Provide a concluding statement or section related to the opinion presented.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

| Beginning | Progressing | Applying | Extending |
|--|---|---|---|
| W4.1 | | | |
| <input type="checkbox"/> Support a point of view, when writing opinion pieces on topics or texts | <input type="checkbox"/> Provide reasons to support a point of view, when writing opinion pieces on topics or texts <input type="checkbox"/> Identify information to support a point of view, when writing opinion pieces on topics or texts | <input type="checkbox"/> Provide information to support a point of view, when writing opinion pieces on topics or texts <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task |
| W.4.1a | | | |
| <input type="checkbox"/> Gather information and ideas | <input type="checkbox"/> Select information related to the topic <input type="checkbox"/> Select ideas related to the topic | <input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task |

W.4.1b

- Introduce the topic or text they are writing about
- State an opinion

- Clearly introduce the topic or text they are writing about

- Create an organizational structure in which related ideas are grouped to support the writer's purpose
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
- Logically group ideas to support the writer's purpose, when creating an organizational structure

W.4.1c

- Identify reasons that support the opinion

- Identify facts that support the reasons
- Identify details that support the reasons

- Provide reasons that are supported by facts and details
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
- Provide logically ordered reasons that are supported by facts and details

W.4.1d

- Identify how the opinion and reasons connect

- Identify linking words to connect opinion and reasons
- Identify linking phrases to connect opinion and reasons

- Use linking words to connect opinion and reasons
- Use linking phrases to connect opinion and reasons
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
- Link opinion and reasons using clauses

W.4.1e

- Identify how to relate a conclusion to the opinion

- Identify appropriate concluding words to relate the conclusion to the opinion

- Provide a concluding statement or section related to the opinion presented
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.4.1f

With guidance and support from adults,

- Develop writing as needed by revising with consideration to task and purpose
- Develop writing as needed by editing with consideration to task and purpose
- Strengthen writing as needed by revising with consideration to task and purpose
- Strengthen writing as needed by editing with consideration to task and purpose

With guidance and support from peers,

- Develop writing as needed by revising with consideration to task and purpose
- Develop writing as needed by editing with consideration to task and purpose
- Strengthen writing as needed by revising with consideration to task and purpose
- Strengthen writing as needed by editing with consideration to task and purpose

With guidance and support from adults,

- Determine the audience
- Determine revisions needed for audience
- Determine edits needed for audience

With guidance and support from peers,

- Determine the audience
- Determine revisions needed for audience
- Determine edits needed for audience

With guidance and support from adults,

- Develop writing as needed by revising with consideration to audience
- Develop writing as needed by editing with consideration to audience
- Strengthen writing as needed by revising with consideration to audience
- Strengthen writing as needed by editing with consideration to audience

With guidance and support from peers,

- Develop writing as needed by revising with consideration to audience
- Develop writing as needed by editing with consideration to audience
- Strengthen writing as needed by revising with consideration to audience
- Strengthen writing as needed by editing with consideration to audience
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

With guidance and support from peers and adults,

- Develop and strengthen writing as needed by rewriting
- Develop and strengthen writing as needed by trying a new approach

STANDARD

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Link ideas within categories of information using words and phrases.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Provide a concluding statement or section related to the information or explanation presented.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

| Beginning | Progressing | Applying | Extending |
|---|---|--|---|
| W.4.2 | | | |
| <input type="checkbox"/> Examine the topic | <input type="checkbox"/> Select ideas <input type="checkbox"/> Select information <input type="checkbox"/> Organize ideas and information | <input type="checkbox"/> Write informative/ explanatory texts to: <input type="checkbox"/> Examine a topic <input type="checkbox"/> Clearly convey ideas and information <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task |
| W.4.2a | | | |
| <input type="checkbox"/> Gather information and ideas | <input type="checkbox"/> Select information related to the topic <input type="checkbox"/> Select ideas related to the topic | <input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task |

W.4.2b

| | | | |
|--|---|--|---|
| <input type="checkbox"/> Introduce a topic clearly <input type="checkbox"/> Group related information | <input type="checkbox"/> Group related information together in paragraphs and sections <input type="checkbox"/> Determine if formatting would be useful in aiding comprehension <input type="checkbox"/> Determine if illustrations would be useful in aiding comprehension <input type="checkbox"/> Determine if multimedia would be useful in aiding comprehension | <input type="checkbox"/> Include formatting when useful to aiding comprehension <input type="checkbox"/> Include illustrations when useful to aiding comprehension <input type="checkbox"/> Include multimedia when useful to aiding comprehension <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Provide a general observation <input type="checkbox"/> Provide a general focus <input type="checkbox"/> Logically group related information |
|--|---|--|---|

W.4.2c

| | | | |
|--|--|---|---|
| <input type="checkbox"/> Develop the topic with facts <input type="checkbox"/> Develop the topic with definitions | <input type="checkbox"/> Determine appropriate concrete details for developing the topic <input type="checkbox"/> Determine appropriate quotations for developing the topic <input type="checkbox"/> Determine other information and examples appropriate for developing the topic | <input type="checkbox"/> Develop the topic with: <ul style="list-style-type: none"> <input type="checkbox"/> Concrete details <input type="checkbox"/> Quotations <input type="checkbox"/> Other information/ examples related to the topic <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task |
|--|--|---|---|

W.4.2d

| | | | |
|--|--|--|---|
| <input type="checkbox"/> Identify how the ideas within categories of information connect | <input type="checkbox"/> Identify linking words to connect ideas within categories of information <input type="checkbox"/> Identify linking phrases to connect ideas within categories of information | <input type="checkbox"/> Link ideas within categories of information using words <input type="checkbox"/> Link ideas within categories of information using phrases <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Link ideas across categories of information using: <ul style="list-style-type: none"> <input type="checkbox"/> Words <input type="checkbox"/> Phrases <input type="checkbox"/> Clauses |
|--|--|--|---|

W.4.2e

- Become familiar with precise language related to the topic
- Become familiar with domain-specific vocabulary related to the topic

- Identify precise language to inform about or explain the topic
- Identify domain-specific vocabulary to inform about or explain the topic

- Use precise language to inform about or explain the topic
- Use domain-specific vocabulary to inform about or explain the topic
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.4.2f

- Provide a concluding statement or section

- Determine how to relate the concluding statement or section to the information or explanation presented

- Provide a concluding statement or section related to the information or explanation presented
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.4.2g

With guidance and support from adults,

- Develop writing as needed by revising with consideration to task and purpose
- Develop writing as needed by editing with consideration to task and purpose
- Strengthen writing as needed by revising with consideration to task and purpose
- Strengthen writing as needed by editing with consideration to task and purpose

With guidance and support from peers,

- Develop writing as needed by revising with consideration to task and purpose
- Develop writing as needed by editing with consideration to task and purpose
- Strengthen writing as needed by revising with consideration to task and purpose
- Strengthen writing as needed by editing with consideration to task and purpose

With guidance and support from adults,

- Determine the audience
- Determine revisions needed for audience
- Determine edits needed for audience

With guidance and support from peers,

- Determine the audience
- Determine revisions needed for audience
- Determine edits needed for audience

With guidance and support from adults,

- Develop writing as needed by revising with consideration to audience
- Develop writing as needed by editing with consideration to audience
- Strengthen writing as needed by revising with consideration to audience
- Strengthen writing as needed by editing with consideration to audience

With guidance and support from peers,

- Develop writing as needed by revising with consideration to audience
- Develop writing as needed by editing with consideration to audience
- Strengthen writing as needed by revising with consideration to audience
- Strengthen writing as needed by editing with consideration to audience
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

With guidance and support from adults,

- Develop writing as needed by rewriting
- Develop writing as needed by trying a new approach
- Strengthen writing as needed by rewriting
- Strengthen writing as needed by trying a new approach

With guidance and support from peers

- Develop writing as needed by rewriting
- Develop writing as needed by trying a new approach
- Strengthen writing as needed by rewriting
- Strengthen writing as needed by trying a new approach

STANDARD

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of transitional words and phrases to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows from the narrated experiences or events.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

| Beginning | Progressing | Applying | Extending |
|---|--|--|---|
| W.4.3 | | | |
| <input type="checkbox"/> Choose real or imagined experiences or events to write about | <input type="checkbox"/> Organize event sequences clearly <input type="checkbox"/> Select details needed to describe the real or imagined experiences or events | <input type="checkbox"/> Write narratives to develop real or imagined experiences or events using: <input type="checkbox"/> effective technique <input type="checkbox"/> descriptive details <input type="checkbox"/> clear event sequences <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task |
| W.4.3a | | | |
| <input type="checkbox"/> Gather information and ideas | <input type="checkbox"/> Select information related to the topic <input type="checkbox"/> Select ideas related to the topic | <input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task |

W.4.3b

- Organize an event sequence that unfolds naturally
- Determine details needed to prepare the reader for understanding the situation

- Orient the reader by establishing a situation
- Determine details needed to prepare the reader for understanding the narrator
- Determine details needed to prepare the reader for understanding the characters

- Orient the reader by introducing a narrator
- Orient the reader by introducing characters
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

W.4.3c

- Describe actions
- Describe thoughts
- Describe feelings
- Determine additional details needed for developing experiences and events

- Develop experiences and events by including:
 - Descriptions of actions
 - Descriptions of thoughts
 - Descriptions of feelings
 - Dialogue
- Determine the additional details needed for showing the response of characters to situations

- Show the response of characters to situations by including:
 - Descriptions of actions
 - Descriptions of thoughts
 - Descriptions of feelings
 - Dialogue
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an Increasingly complex topic, and/or task
- Use narrative techniques to develop experiences and events or show the responses of characters to situations
- Use pacing to develop experiences and events or show the responses of characters to situations

W.4.3d

- Use transitional words
- Use transitional phrases

- Use transitional words to manage the sequence of events
- Use transitional phrases to manage the sequence of events
- Determine transitional words needed to manage the sequence of events
- Determine transitional phrases needed to manage the sequence of events

- Use a variety of transitional words and phrases to manage the sequence of events
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex topic, and/or task
- Use a variety of clauses to manage the sequence of events

W.4.3e

- Demonstrate understanding of concrete words and phrases in writing
- Demonstrate understanding of sensory details in writing
- Determine concrete words needed to convey experiences and events
- Determine concrete phrases needed to convey experiences and events
- Determine sensory details needed to convey experiences and events

- Use concrete words to convey experiences and events
- Use concrete phrases to convey experiences and events
- Use sensory details to convey experiences and events

- Use concrete words to convey experiences and events precisely
- Use concrete phrases to convey experiences and events precisely
- Use sensory details to convey experiences and events precisely

- Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

W.4.3f

| | | | |
|---|---|--|---|
| <input type="checkbox"/> Provide a conclusion | <input type="checkbox"/> Determine how to follow from the narrated experiences or events, when providing a conclusion | <input type="checkbox"/> Provide a conclusion that follows from the narrated experiences or events <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task |
|---|---|--|---|

W.4.3g

| | | | |
|---|--|---|--|
| <p>With guidance and support from adults,</p> <input type="checkbox"/> Develop writing as needed by revising with consideration to task and purpose <input type="checkbox"/> Develop writing as needed by editing with consideration to task and purpose <input type="checkbox"/> Strengthen writing as needed by revising with consideration to task and purpose <input type="checkbox"/> Strengthen writing as needed by editing with consideration to task and purpose | <p>With guidance and support from adults,</p> <input type="checkbox"/> Determine the audience <input type="checkbox"/> Determine revisions needed for audience <input type="checkbox"/> Determine edits needed for audience | <p>With guidance and support from adults,</p> <input type="checkbox"/> Develop writing as needed by revising with consideration to audience <input type="checkbox"/> Develop writing as needed by editing with consideration to audience <input type="checkbox"/> Strengthen writing as needed by revising with consideration to audience <input type="checkbox"/> Strengthen writing as needed by editing with consideration to audience | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task |
| <p>With guidance and support from peers,</p> <input type="checkbox"/> Develop writing as needed by revising with consideration to task and purpose <input type="checkbox"/> Develop writing as needed by editing with consideration to task and purpose <input type="checkbox"/> Strengthen writing as needed by revising with consideration to task and purpose | <p>With guidance and support from peers,</p> <input type="checkbox"/> Determine the audience <input type="checkbox"/> Determine revisions needed for audience <input type="checkbox"/> Determine edits needed for audience | <p>With guidance and support from peers,</p> <input type="checkbox"/> Develop writing as needed by revising with consideration to audience <input type="checkbox"/> Develop writing as needed by editing with consideration to audience <input type="checkbox"/> Strengthen writing as needed by revising with consideration to audience | <p>With guidance and support from adults</p> <input type="checkbox"/> Develop writing as needed by rewriting <input type="checkbox"/> Develop writing as needed by trying a new approach <input type="checkbox"/> Strengthen writing as needed by rewriting <input type="checkbox"/> Strengthen writing as needed by trying a new approach |
| | | | <p>With guidance and support from peers</p> <input type="checkbox"/> Develop writing as needed by rewriting <input type="checkbox"/> Develop writing as needed by trying a new approach <input type="checkbox"/> Strengthen writing as needed by rewriting <input type="checkbox"/> Strengthen writing as needed by trying a new approach |

| | | | |
|---|--|---|--|
| <input type="checkbox"/> Strengthen writing as needed by editing with consideration to task and purpose | | <input type="checkbox"/> Strengthen writing as needed by editing with consideration to audience <input type="checkbox"/> Consistently demonstrates grade-level proficiency | |
|---|--|---|--|

STANDARD

W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

| Beginning | Progressing | Applying | Extending |
|---|---|---|---|
| <p>With some guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to produce writing <input type="checkbox"/> Use digital tools and resources to publish writing <input type="checkbox"/> Use word processing skills | <p>With some guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to interact with others <input type="checkbox"/> Use digital tools and resources to collaborate with others <input type="checkbox"/> Demonstrate command of word processing skills | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate sufficient command of word processing skills <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task |

STANDARD

W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

| Beginning | Progressing | Applying | Extending |
|--|---|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Conduct short research projects | <ul style="list-style-type: none"> <input type="checkbox"/> Build knowledge about a topic, when conducting short research projects | <ul style="list-style-type: none"> <input type="checkbox"/> Investigate different aspects of a topic to build knowledge <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex text, topic, and/or task <input type="checkbox"/> Conduct short research projects that use several sources to build knowledge |

STANDARD

W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

| Beginning | Progressing | Applying | Extending |
|--|--|--|---|
| <input type="checkbox"/> Evaluate the relevance of information from experiences or print and digital sources | <input type="checkbox"/> Recall relevant information from experiences <input type="checkbox"/> Gather relevant information from print and digital sources <input type="checkbox"/> Take notes <input type="checkbox"/> Categorize information <input type="checkbox"/> Identify sources used | <input type="checkbox"/> Provide a list of sources <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex source, topic, and/or task <input type="checkbox"/> Summarize or paraphrase information in notes <input type="checkbox"/> Summarize or paraphrase information in finished work |

Speaking and Listening – Grade 4

STANDARD

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Beginning

Progressing

Applying

Extending

SL.4.1

- Engage in collaborative discussions with diverse partners on grade 4 topics and texts
- Build on others’ ideas in collaborative discussions with diverse partners on grade 4 topics and texts

- Effectively engage in collaborative discussions with diverse partners on grade 4 topics and texts
- Clearly express their own ideas when effectively engaging in a range of collaborative discussions with diverse partners on grade 4 topics and texts

- Effectively engage in a range of collaborative discussions with diverse partners on grade 4 topics and texts:
 - One-on-one
 - In groups
 - Teacher-led

- Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

SL.4.1a

- Come to discussions prepared, having read and studied required material

- Explicitly draw on preparation and other information known about the topic when engaging in collaborative discussions

- Explore the ideas under discussion, by explicitly drawing on preparation and other information known about the topic
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

SL.4.1b

- Help develop rules for discussions
- Understand agreed-upon rules for discussions

- Follow agreed-upon rules for discussions

- Carry out assigned roles
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

SL.4.1c

- Link to the remarks of others
- Evaluate the specificity of questions to pose ones that clarify or follow up on information
- Determine the specifics of a question to respond in a way that clarifies or follows up on information

- Pose specific questions to clarify or follow up on information
- Respond to specific questions to clarify or follow up on information

- Make comments that contribute to the discussion
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
- Make comments that elaborate on the remarks of others

SL.4.d

- Determine the key ideas expressed

- Review the key ideas expressed
- Demonstrate understanding of the key ideas and comments shared during the discussion

- In light of the discussion, explain their own ideas
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
- Draw conclusions in light of information and knowledge gained from the discussions

STANDARD

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

| Beginning | Progressing | Applying | Extending |
|---|---|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Determine the main ideas of a text read aloud <input type="checkbox"/> Determine the main ideas of information presented in diverse media and formats: <ul style="list-style-type: none"> <input type="checkbox"/> Visually <input type="checkbox"/> Quantitatively <input type="checkbox"/> Orally <input type="checkbox"/> Evaluate the details for their relevance to the main ideas <input type="checkbox"/> Determine the supporting details | <ul style="list-style-type: none"> <input type="checkbox"/> Determine the words and phrases needed to express understanding of the main ideas and supporting details <input type="checkbox"/> Determine the words and phrases needed to clarify the main ideas and supporting details | <ul style="list-style-type: none"> <input type="checkbox"/> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks |

STANDARD

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

| Beginning | Progressing | Applying | Extending |
|---|--|---|--|
| <p><input type="checkbox"/> Identify the points made by the speaker</p> | <p><input type="checkbox"/> Identify the reasons a speaker provides to support particular points</p> | <p><input type="checkbox"/> Identify the evidence a speaker provides to support particular points</p> <p><input type="checkbox"/> Consistently demonstrates grade-level proficiency</p> | <p><input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks</p> <p><input type="checkbox"/> Identify the points made by the speaker</p> <p><input type="checkbox"/> Identify the claims made by the speaker</p> <p><input type="checkbox"/> Summarize the points a speaker makes</p> <p><input type="checkbox"/> Determine the reasons and evidence used by the speaker to support each claim</p> <p><input type="checkbox"/> Explain how each claim is supported by reasons and evidence</p> |

STANDARD

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.

| Beginning | Progressing | Applying | Extending |
|---|--|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main ideas or themes of the topic or text, story, or experience <input type="checkbox"/> Identify the appropriate facts to support the main ideas or themes <input type="checkbox"/> Identify relevant details to support the main ideas or themes <input type="checkbox"/> Identify descriptive details to support the main ideas or themes | <ul style="list-style-type: none"> <input type="checkbox"/> Support main ideas or themes, when reporting on a topic or text, telling a story, or recounting an experience | <ul style="list-style-type: none"> <input type="checkbox"/> Report on a topic or text, tell a story, or recount an experience in an organized manner <input type="checkbox"/> Adjust speech as appropriate to formal discourse <input type="checkbox"/> Adjust speech as appropriate to informal discourse <input type="checkbox"/> Consistently demonstrates grade-level proficiency | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Present an opinion <input type="checkbox"/> Use appropriate facts <input type="checkbox"/> Use relevant details <input type="checkbox"/> Use descriptive details <input type="checkbox"/> Sequence ideas logically <input type="checkbox"/> Adapt speech to a variety of contexts <input type="checkbox"/> Adapt speech to a variety of tasks |

STANDARD**SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

| Beginning | Progressing | Applying | Extending |
|--|---|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Add audio recordings to presentations<input type="checkbox"/> Add visual displays to presentations | <ul style="list-style-type: none"><input type="checkbox"/> Add audio recordings related to the main ideas or themes<input type="checkbox"/> Add visual displays related to the main ideas or themes<input type="checkbox"/> Determine where development of main ideas or themes may be needed | <ul style="list-style-type: none"><input type="checkbox"/> Add audio recordings to presentations when appropriate to enhance the development of main ideas or themes<input type="checkbox"/> Add visual displays to presentations when appropriate to enhance the development of main ideas or themes<input type="checkbox"/> Consistently demonstrates grade-level proficiency | <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks |

Language – Grade 4

STANDARD

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Demonstrate proficiency within the 4-5 grammar continuum.

| Beginning | Progressing | Applying | Extending |
|---|--|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-3 Continua <input type="checkbox"/> Demonstrate understanding of various states and conditions <input type="checkbox"/> Demonstrate understanding of shifts in verb tenses <input type="checkbox"/> Demonstrate understanding of how adjectives are ordered within sentences according to conventional patterns <input type="checkbox"/> Demonstrate understanding of fragments <input type="checkbox"/> Demonstrate understanding of run-ons <input type="checkbox"/> Demonstrate understanding of complex sentences <input type="checkbox"/> Demonstrate understanding of prepositional phrases <input type="checkbox"/> Demonstrate understanding of pronoun-antecedent agreement | <ul style="list-style-type: none"> <input type="checkbox"/> Use abstract nouns (such as <i>courage</i>) <input type="checkbox"/> Form and use progressive verb tenses <input type="checkbox"/> Use modal auxiliaries (such as <i>may</i> or <i>must</i>) <input type="checkbox"/> Convey sense of various states, and conditions <input type="checkbox"/> Correct inappropriate shifts in verb tense <input type="checkbox"/> Form and use comparative and superlative adjectives <input type="checkbox"/> Order adjectives within sentences according to conventional patterns <input type="checkbox"/> Use correlative conjunctions (such as <i>either/or</i>) <input type="checkbox"/> Form and use superlative adverbs <input type="checkbox"/> Use relative adverbs | <ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate a command of conventions within the K-5 Continua | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>) <input type="checkbox"/> Form and use verbs in active and passive voice <input type="checkbox"/> Form and use indicative, imperative, interrogative, conditional moods <input type="checkbox"/> Recognize and correct inappropriate shifts in voice and mood <input type="checkbox"/> Form and use transitive/intransitive verbs <input type="checkbox"/> Form and use compound adjectives <input type="checkbox"/> Use adverbs that modify adjectives <input type="checkbox"/> Use adverbs that modify adverbs |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of the function of phrases and clauses <input type="checkbox"/> Demonstrate understanding of independent and dependent phrases and clauses | <ul style="list-style-type: none"> <input type="checkbox"/> Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences <input type="checkbox"/> Produce, expand, and rearrange simple, compound, and complex sentences <input type="checkbox"/> Form and use prepositional phrases <input type="checkbox"/> Ensure pronoun-antecedent agreement <input type="checkbox"/> Use relative pronouns <input type="checkbox"/> Correctly use frequently confused words (such as <i>to</i>, <i>two</i>, <i>too</i>) <input type="checkbox"/> Explain the function of phrases and clauses <input type="checkbox"/> Recognize independent and dependent phrases and clauses | | <ul style="list-style-type: none"> <input type="checkbox"/> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas <input type="checkbox"/> Ensure that pronouns are in the proper case (subjective, objective, possessive) <input type="checkbox"/> Use intensive pronouns <input type="checkbox"/> Recognize and correct inappropriate shifts in pronoun number and person <input type="checkbox"/> Recognize and correct vague pronouns <input type="checkbox"/> Recognize and apply the nominative case and objective case <input type="checkbox"/> Explain the function of phrases and clauses in general and their function in specific sentences <input type="checkbox"/> Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers <input type="checkbox"/> Form and use indirect/direct objects |
|--|--|--|--|

STANDARD

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

| Beginning | Progressing | Applying | Extending |
|--|--|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-3 Continua <input type="checkbox"/> Demonstrate understanding of punctuation to separate items in a series <input type="checkbox"/> Demonstrate understanding of commas to set off the words <i>yes</i> and <i>no</i> <input type="checkbox"/> Demonstrate understanding of commas to set off a tag question from the rest of a sentence <input type="checkbox"/> Demonstrate understanding of commas to indicate a direct address <input type="checkbox"/> Demonstrate understanding of underlining, quotation marks, or italics to indicate titles <input type="checkbox"/> Demonstrate understanding of spelling | <ul style="list-style-type: none"> <input type="checkbox"/> Use punctuation to separate items in a series <input type="checkbox"/> Use a comma to set off the words <i>yes</i> and <i>no</i> <input type="checkbox"/> Use a comma to set off a tag question from the rest of the sentence <input type="checkbox"/> Use a comma to indicate a direct address <input type="checkbox"/> Use underlining, quotation marks, or italics to indicate titles of works <input type="checkbox"/> Spell grade-appropriate words correctly | <ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate command of conventions within the K-5 Continua | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Use punctuation to set off nonrestrictive/parenthetical elements <input type="checkbox"/> Use a comma to separate coordinate adjectives <input type="checkbox"/> Use punctuation to indicate a pause or break <input type="checkbox"/> Use an ellipsis to indicate an omission <input type="checkbox"/> Use a semicolon to link two or more closely related independent clauses <input type="checkbox"/> Use a colon to introduce a list or quotation <input type="checkbox"/> Apply hyphen conventions <input type="checkbox"/> Consistently apply conventional rules to spell words correctly |

STANDARD

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate

Beginning

Progressing

Applying

Extending

Note: Substandards “a”, “b” and “c” are not separated from the main standard, as seen in W.4.1 - W.4.3 and SL.4.1. The substandards L.4.3a, L.4.3b and L.4.3c are included in the progression of L.4.3 as a whole to provide clarity on the skills and expectations of the standard.

| | | | |
|--|--|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Use knowledge of language | <ul style="list-style-type: none"> <input type="checkbox"/> Use language conventions when: <ul style="list-style-type: none"> <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Choose words to convey ideas <input type="checkbox"/> Choose phrases to convey ideas | <ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrates grade-level proficiency <input type="checkbox"/> Choose words to convey ideas precisely <input type="checkbox"/> Choose phrases to convey ideas precisely <input type="checkbox"/> Choose punctuation for effect <input type="checkbox"/> Differentiate between contexts that call for formal English and situations where informal discourse is appropriate <input type="checkbox"/> Recognize the varieties of English used in stories, dramas, or poem | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Expand sentences for: <ul style="list-style-type: none"> <input type="checkbox"/> Meaning <input type="checkbox"/> Reader/listener interest <input type="checkbox"/> Style <input type="checkbox"/> Combine sentences for: <ul style="list-style-type: none"> <input type="checkbox"/> Meaning <input type="checkbox"/> Reader/listener interest <input type="checkbox"/> Style <input type="checkbox"/> Reduce sentences for: <ul style="list-style-type: none"> <input type="checkbox"/> Meaning <input type="checkbox"/> Reader/listener interest <input type="checkbox"/> Style <input type="checkbox"/> Compare the varieties of English used in stories, dramas, or poems <input type="checkbox"/> Contrast the varieties of English used in stories, dramas, or poems |
|--|--|---|--|

STANDARD

L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.

| Beginning | Progressing | Applying | Extending |
|--|---|--|---|
| <input type="checkbox"/> Determine the meaning of unknown words and phrases based on grade-level reading and content | <input type="checkbox"/> Clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content | <input type="checkbox"/> Choose flexibly from a range of strategies to determine and/or clarify the meaning of words and phrases: <ul style="list-style-type: none"> <input type="checkbox"/> Context clues <input type="checkbox"/> Word parts <input type="checkbox"/> Word relationships <input type="checkbox"/> Reference materials <input type="checkbox"/> Consistently demonstrate proficiency of L.4.4 with grade-level texts | <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts |

STANDARD

- L.4.5** Demonstrate understanding of figurative language and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Note: Substandards “a” and “b” are not separated from the main standard, as seen in W.4.1 - W.4.3 and SL.4.1. The substandards L.4.5a, and L.4.5b are included in the progression of L.4.5 as a whole to provide clarity on the skills and expectations of the standard.

| Beginning | Progressing | Applying | Extending |
|---|--|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Recognize simple similes <input type="checkbox"/> Recognize simple metaphor <input type="checkbox"/> Recognize the meaning of: <ul style="list-style-type: none"> <input type="checkbox"/> Common idioms <input type="checkbox"/> Common adages <input type="checkbox"/> Common proverbs | <ul style="list-style-type: none"> <input type="checkbox"/> Explain the meaning of simple similes in context <input type="checkbox"/> Explain the meaning of simple metaphors in context <input type="checkbox"/> Explain the meaning of: <ul style="list-style-type: none"> <input type="checkbox"/> Common idioms <input type="checkbox"/> Common adages <input type="checkbox"/> Common proverbs | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of figurative language <input type="checkbox"/> Demonstrate understanding of nuances in word meanings <input type="checkbox"/> Consistently demonstrate proficiency of L.4.5 with grade-level texts | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts <input type="checkbox"/> Interpret figurative language in context |

STANDARD

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

| Beginning | Progressing | Applying | Extending |
|---|---|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Understand grade-appropriate words and phrases: <ul style="list-style-type: none"> <input type="checkbox"/> General academic words and phrases <input type="checkbox"/> Domain-specific words and phrases | <ul style="list-style-type: none"> <input type="checkbox"/> Acquire grade-appropriate words and phrases: <ul style="list-style-type: none"> <input type="checkbox"/> General academic words and phrases <input type="checkbox"/> Domain-specific words and phrases <input type="checkbox"/> Accurately use grade-appropriate words and phrases: <ul style="list-style-type: none"> <input type="checkbox"/> General academic words and phrases <input type="checkbox"/> Domain-specific words and phrases | <ul style="list-style-type: none"> <input type="checkbox"/> Acquire grade-appropriate general academic, and domain-specific words and phrases that signal precise actions, emotions, or states of being <input type="checkbox"/> Acquire grade-appropriate general academic, and domain-specific words and phrases that are basic to a particular topic <input type="checkbox"/> Use accurately grade-appropriate general academic, and domain-specific words and phrases that signal precise actions, emotions, or states of being <input type="checkbox"/> Use accurately grade-appropriate general academic, and domain-specific words and phrases that are basic to a particular topic <input type="checkbox"/> Consistently demonstrate proficiency of L.4.6 with grade-level texts | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts and/or tasks <input type="checkbox"/> Acquire grade-appropriate general academic, and domain-specific words and phrases that signal contrast <input type="checkbox"/> Acquire grade-appropriate general academic, and domain-specific words and phrases that signal addition <input type="checkbox"/> Acquire grade-appropriate general academic, and domain-specific words and phrases that signal other logical relationships <input type="checkbox"/> Use accurately grade-appropriate general academic, and domain-specific words and phrases that signal contrast <input type="checkbox"/> Use accurately grade-appropriate general academic, and domain-specific words and phrases that addition <input type="checkbox"/> Use accurately grade-appropriate general academic, and domain-specific words and phrases that signal other logical relationships |

