

Grade 4 English/Language Arts

Performance Rubric

<i>ELA Content Areas</i>
Reading: Foundational Skills
Reading: Literature
Reading: Informational Text
Writing
Speaking and Listening
Language

Reading: Foundational Skills (RF.4.3)

Ø Know and apply grade-level phonics and word analysis skills in decoding words.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Identify and use specific strategies to decode words in texts by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (<i>e.g., roots and affixes</i>) to read accurately unfamiliar multisyllabic words in context and out of context.	Independently and consistently applies phonics and word analysis skills to above grade-level words.

Reading: Foundational Skills (RF.4.4)

Ø Read with sufficient accuracy and fluency to support comprehension.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	DRA Level	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. Use various strategies and context to confirm or self-correct word recognition and understanding,</p>	<p>Trimester 1 38</p> <p>Trimesters 2-3 40</p>	Independently and consistently applies phonics and word analysis skills to above grade-level words.

Reading: Literature (RL.4.1)

- Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <ul style="list-style-type: none">● Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read● Make personal connections, make connections to other texts, and/or make global connections when relevant● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text● Refer to the text when drawing conclusions as well as when answering directly stated questions	<p>Independently and consistently able to describe facts, key details, and make inferences from above grade-level or complex texts.</p>

Reading: Literature (RL.4.2)

➤ Determine the key details to identify theme in a story, drama, or poem and summarize the text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Identify the key details of a text● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns● Determine the theme of the text	

Reading: Literature (RL.4.3)

- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Read text closely, looking for key details regarding character, setting, or plot● Analyze story elements for literal and inferential meaning● Refer to the text to describe various story elements	Independently able to demonstrate all of the criteria for a “meets” using elaborate details to describe various story elements relying on, and referencing specific details which play an integral role in the text.
3				

Reading: Literature (RL.4.4)

- ❖ Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Determine the meaning of words and phrases in a text● Identify words that allude to mythological characters (ie: Herculean)● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)● Identify metaphors and similes	Independently and consistently determine the meaning of key words and phrases as they are used in above grade-level texts.

Reading: Literature (RL.4.5)

- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Explain the differences between poems, drama, and prose● Explain how structural elements are used to create an oral or written response to a text	Independently and consistently demonstrates all criteria of a “Meets” and is able to compare, contrast, and analyze the structural elements of each

Reading: Literature (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

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Identify the narrator's point of view● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view	Independently able to demonstrate all of the criteria of a "meets" and: <ul style="list-style-type: none">● Effectively compare and contrast points of view in different stories● Elaborate on how the text is affected by the different types of narration (e.g., how personal details will be exemplified in a first-person narrative)

Reading: Literature (RL.4.7)

➤ Make connections between specific descriptions and directions in a text and a visual or oral representation of the text

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support i	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Link the reading of the text to listening or viewing the same story● Compare what was read to what was visualized and heard● Cite textual evidence to support comparisons	Independently able to make and elaborate upon in-depth connections between the text and the illustrations within appropriately leveled literature
3				

Reading: Literature (RL.4.9)

- Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature Analyze how the theme is presented in the text Analyze the influence of culture on similar themes 	Independently able to demonstrate all of the criteria for a “meets” and use their own cultural and personal background knowledge to create a narrative within a genre infusing those cultural elements within the story
3				

Reading: Informational Text (RI.4.1)

➤ Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read● Make personal connections, make connections to other texts, and/or make global connections when relevant● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text● Refer to the text when drawing conclusions as well as when answering directly stated questions	Independently able to demonstrate all of the criteria for a “meets” as well as <ul style="list-style-type: none">● Quote accurately, citing evidence, when explaining what the text says explicitly and when drawing inferences from the text

Reading: Informational Text (RI.4.2)

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

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	<p>Making limited progress with significant teacher support</p> <p>Strategies/Questions:</p> <ul style="list-style-type: none">● Go back and reread.● That's a fact; can you put a few together?● List three facts that fit together.● That's the topic. What's the main idea?● What did you learn after reading the paragraph(s)?	<p>Making progress with teacher support and/or may be inconsistent</p> <p>Strategies/Questions:</p> <ul style="list-style-type: none">● What are three facts that fit together?● What is your thinking about the main idea?● What do all of those facts have in common?● Put that into your own words.● I like that main idea statement-you told me the "what" and the "so what."● Yes, those three facts fit together; that word is repeated in all three.	<p>Independently able to</p> <ul style="list-style-type: none">● Identify the key details of a text that support the main idea● Determine the main idea of the text● Summarize the key points of a text● Explain how the author supports main ideas in informational text with key details	<p>Independently able to demonstrate all of the criteria of a "meets" and:</p> <ul style="list-style-type: none">● Analyze the text, looking for patterns● Evaluate the supporting details used by an author

Reading: Informational Text (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

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Read text closely to identify key details● Explain how or why historical events, scientific ideas or “how to” procedures happened● Use the text to support their answers	Independently able to demonstrate all of the criteria of a “meets” and: <ul style="list-style-type: none">● 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.
3				

Reading: Informational Text (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.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Determine the meaning of words and phrases in a textDemonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)	Independently able to determine the meaning of key words and phrases as they are used in above grade-level or complex texts

Reading: Informational Text (RI.4.5)

- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support in	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc) 	Independently able to demonstrate all of the criteria of a “meets” and: <ul style="list-style-type: none"> Understand and explain why a text might use a given structure text Elaborate on reasons a particular structure makes sense for a specific idea, text or concept

Reading: Informational Text (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.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Identify similarities and differences between firsthand and secondhand accountsExplain how the point of view impacts the delivery of information in the text	Independently able to demonstrate all of the criteria of a “meets” and: <ul style="list-style-type: none">Compare and contrast a firsthand and secondhand account of the same event or topic noting the differences in the focus and information within, the accountsIdentify the degree of reliability each account has on the events

Reading: Informational Text (RI.4.7)

➤ Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> Analyze information presented in various formats to identify the key details Understand what is heard, viewed, or presented through various media formats to help make meaning of the text Explain how the information presented in various formats aids to the overall meaning 	Independently able to analyze text features within both print and online resources in order to determine which format best demonstrate a deeper understanding of the text
3				

Reading: Informational Text (RI.4.8)

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

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Identify reasons and evidence an author uses to support a claimDescribe how an author uses proof to support a point in the text	Independently able to demonstrate all of the criteria of a “meets” and: <ul style="list-style-type: none">Explain how the author’s reasons and evidence supports individual points or claims that the author makes
3				

Reading: Informational Text (RI.4.9)

- Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> ● Read two texts closely on the same subject to identify key details ● Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject 	Independently able to <ul style="list-style-type: none"> ● Integrate information gained from several texts on the same topic through verbal expressions or through written words
2				

Writing (W.4.1)

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

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <p>A. 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.</p> <ul style="list-style-type: none">a. Distinguish fact from opinionsb. Introduce a topic or text clearlyc. State an opinion to be supported with evidenced. Write a thesis statement to focus the writinge. Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) <p>B. Provide reasons that are supported by facts from texts and/or other sources.</p> <ul style="list-style-type: none">a. Group supporting details to support the writer's purposeb. Logically order reasons that are supported by factsc. Support the opinion with facts and details from texts or other sources <p>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <ul style="list-style-type: none">a. Use transitional words and phrases to connect opinions to reasons <p>D. Provide a conclusion related to the opinion presented.</p>	<p>Independently able to demonstrate all of the criteria of a "meets" and</p> <ul style="list-style-type: none">● Demonstrates compositional risks● Demonstrates a sophistication not typically found in grade level writing
3				

Writing (W.4.2)

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

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>a. Compose a clear thesis statement</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>a. Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>a. Use transitional words and phrases</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>a. Select specific language and vocabulary to convey ideas and information</p> <p>E. Provide a conclusion related to the information or explanation presented.</p>	<p>Independently able to demonstrate all of the criteria of a “meets” and</p> <ul style="list-style-type: none">• Demonstrates compositional risks• Demonstrates a sophistication not typically found in grade level writing

Writing (W.4.3)

- Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <ul style="list-style-type: none">a. Compose a story hook to engage the readerb. Establish the story's background or situationc. Purposefully arrange events to make the story flow <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events</p>	<p>Independently able to demonstrate all of the criteria of a "meets" and</p> <ul style="list-style-type: none">● Demonstrates compositional risks● Demonstrates a sophistication not typically found in grade level writing

Writing (4.4)

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Produce writing that is clear and understandable to the reader● Unpack writing tasks (type of writing assignment)● Unpack writing purpose (the writer's designated reason for writing)● Focus the organization and development of a topic to reflect the task and purpose	

Writing (W.4.5)

➤ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Practice revising and editing skills● Change word choice and sentence structure in writing to strengthen the piece● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing● Recognize spelling, grammar, and punctuation errors● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)	Independently plans, makes revisions, and edits writing in a manner that demonstrates an active awareness of how and where to make improvements

Writing (W.4.6)

- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Develop strategies with peers and adults to use digital tools● Use technology for producing and publishing writing● Use technology to collaborate with others	Independently able to use appropriately effectively use technology in order to enhance published writing

Writing (W.4.7)

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

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Produce numerous short pieces of writing over various time frames● Develop skills in research● Reflect on and revise writing● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose	Independently able to demonstrate all of the criteria of a “meets” using multiple resources demonstrating a knowledge of selecting the “right” resource for the task

Writing (W.4.8)

- 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.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Research information from print and digital sources● Integrate information from personal experience● Take notes and organize their information into categories● List the sources used	Independently able to extend all of the criteria of a “meets” by <ul style="list-style-type: none">● Using detailed information● Taking detailed notes● Sorting evidence into provided categories

Writing (W.4.9)

➤ Draw evidence from literary or informational texts to support analysis, reflection, and research

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic● Gather information to support a topic● Select relevant information from texts to support main ideas or claims● Group like ideas to organize writing	
3				

Speaking and Listening

➤ Participates in a variety of class discussions to build upon previous ideas and understanding (SL.4.1)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support in engaging in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and building on others' ideas and expressing own ideas clearly	Making progress with teacher support and/or may be inconsistent in engaging in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and building on others' ideas and expressing own ideas clearly	Is able to engage in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build on others' ideas and express own ideas clearly	Is able to engage in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build on others' ideas and express own ideas clearly; stay on topic, and link comments to the responses of others
2	Making limited progress with significant teacher support in engaging in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and building on others' ideas and expressing own ideas clearly	Making progress with teacher support and/or may be inconsistent in engaging in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and building on others' ideas and expressing own ideas clearly; making progress with teacher support and/or may be inconsistent in staying on topic, and linking comments to the responses of others	Is able to engage in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build on others' ideas and express own ideas clearly; stay on topic, and link comments to the responses of others	Is able to articulately engage in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build and extend on others' ideas and express own ideas clearly; asks pertinent questions to check understanding of information presented, stay on topic, and link comments to the responses of others
3				

Speaking and Listening

➤ Speaks clearly when reporting on a topic or paraphrasing (tell in words) information from diverse media (SL.4.2; SL.4.4)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support in communicating a summary of information obtained from forms of media (written text, video, audio, etc.); making limited progress with significant teacher support in reporting or speaking clearly on a given topic	Making progress with teacher support and/or may be inconsistent in communicating a summary of information obtained from forms of media (written text, video, audio, etc.); making progress with teacher support and/or may be inconsistent in reporting or speaking clearly on a given topic	Able to communicate a summary of information obtained from forms of media (written text, video, audio, etc.); able to report or speak clearly on a given topic	Able to effectively communicate a summary of information obtained from forms of media (written text, video, audio, etc.); able to report or speak effectively on a given topic

Speaking and Listening

➤ Identifies the purpose and provides evidence that supports a speaker's points (SL.4.3)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support in identifying the purpose, reasons, and evidence that a speaker provides to support particular points	Making progress with teacher support and/or may be inconsistent in identifying the purpose, reasons, and evidence that a speaker provides to support particular points	Independently able to identify the purpose, reasons, and evidence that a speaker provides to support particular points	Independently able to explain and elaborate upon the purpose, reasons, and evidence that a speaker provides to support particular points

Language (L.4.1)

➤ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). B. Form and use the progressive (e.g., I was walking; I will be walking) verb tenses	Demonstrates a strong command
2			Independently able to demonstrate all criteria in Trimester 1 and: C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
3			Independently able to demonstrate all criteria in Trimesters 1-2 and: G. Correctly use frequently confused words (e.g., to, too, two; there, their).	

Language (L.4.2)

➤ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Use correct capitalization. D. Spell grade-appropriate words correctly, consulting references as needed.	
2			Independently able to demonstrate all criteria in Trimester 1 and: B. Use commas and quotation marks to mark direct speech and quotations from a text. C. Use a comma before a coordinating conjunction in a compound sentence.	
3			Independently able to demonstrate all criteria in Trimesters 1-2	

Language (L.4.4)

➤ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	
3			Independently able to demonstrate all criteria in Trimesters 1-2 and: B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)	

Language (L.4.5)

➤ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Effectively uses figurative language; demonstrates a strong understanding of word relationships, and nuances in word meanings (including: similes, metaphors, idioms, adages, proverbs)
3				

Language (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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics● Choose the most accurate word when describing actions, emotions, or states of being● Choose the most accurate word when discussing a particular topic● Use knowledge of synonyms and antonyms to broaden vocabulary	