

## Fourth Grade Priority Standards and Rubrics

Domain: Reading Information	
Standard RI.4.3	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. <b>(DOK 1,2,3)</b>
PPD	Explain events, procedures, ideas, or concepts in informational text
<p><b>Standard Proficiency Rubric:</b> To be marked on report card.</p> <p><b>3- Meets or Exceeds EOY expectations</b> Identify events, procedures, ideas, or concepts (cause). Citing evidence from the text explaining why events, procedures, ideas, or concepts occurred (effect).</p> <p><b>2- Shows progress to meet EOY expectations</b> Unable to identify events, procedures, ideas, or concepts (cause) OR Unable to cite evidence from the text explaining why events, procedures, ideas, or concepts occurred (effect).</p> <p><b>1- Shows progress yet far from EOY expectations or shows limited progress</b> Unable to do either components listed above.</p>	
Domain: Reading Literature	
Standard RL.4.2	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. <b>(DOK 2,3)</b>
PPD	Determine a theme of a story, drama, or poem; summarize the text
<p><b>Standard Proficiency Rubric:</b> To be marked on report card.</p> <p><b>3-Meets or Exceeds EOY expectations</b> In students' own words:</p> <ul style="list-style-type: none"> <li>● Summary is accurate/reasonable and in sequential order.</li> <li>● Include characters, setting, plot, problem and solution (5 components).</li> <li>● Theme is accurate/reasonable.</li> <li>● 2-3 accurate details from the text to support the theme.</li> </ul> <p><b>2- Shows progress to meet EOY expectations</b> Successfully able to complete some of the components above.</p> <p><b>1- Shows progress yet far from EOY expectations or shows limited progress</b> Unable to do any of the above components.</p>	

Domain: Reading Literature	
Standard RL.4.6	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. (DOK 3)
PPD	Compare and contrast the point of view of different stories
<p><b>Standard Proficiency Rubric:</b> To be marked on report card.</p> <p><b>3- Meets or Exceeds EOY expectations</b> Accurately identifies one or more similarities and one or more differences between different points of view.</p> <p><b>2- Shows progress to meet EOY expectations</b> Accurately identifies one or more similarities OR one or more differences between different points of view.</p> <p><b>1- Shows progress yet far from EOY expectations or shows limited progress</b> Unable to identify similarities or differences</p>	
Domain: Writing	
Standard W.4.1	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d. Provide a concluding statement or section related to the opinion presented. (DOK 3, 4)</li> </ol>
PPD	Write opinion pieces
<p><b>Standard Proficiency Rubric:</b> To be marked on report card.</p> <p><b>3- Meets or Exceeds EOY expectations</b> Write an opinion piece that includes all of the following</p> <ul style="list-style-type: none"> <li>● Introduce a topic or text clearly</li> <li>● state an opinion</li> <li>● organized</li> <li>● provide reasons that are supported by facts and details.</li> <li>● Use linking words</li> <li>● Provide a concluding statement or section</li> </ul>	

**2- Shows progress to meet EOY expectations**

Can successfully complete a portion of the standard, but not to the level listed above.

**1- Shows progress yet far from EOY expectations or shows limited progress**

Unable to write an informative/explanatory text.

Domain: Writing

Standard  
W.4.2

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

- 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.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*)
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented. (DOK 3, 4)

PPD

Write informative/explanatory texts

**Standard Proficiency Rubric: To be marked on report card.**

**3- Meets or Exceeds EOY expectations**

Write a piece that clearly informs or explains a topic and includes ALL of the following:

- Introduce a topic and group related facts together
- Use facts, definitions, details, or quotations
- Use words or phrases to connect common ideas
- Use specific language and topic-related vocabulary
- Write concluding statement or paragraph about the topic

**2-Shows progress to meet EOY expectations**

Can successfully complete a portion of the standard, but not to the level listed above.

**1- Shows progress yet far from EOY expectations or shows limited progress**

Unable to write a piece that informs or explains a topic.

Domain: Language

Standard  
L.4.1

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

	<p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). <b>(DOK 1,2)</b></p>
Standard L.4.2	<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>(DOK 1)</b></p>
Standard L.4.4	<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>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 <b>(DOK 1,2,3)</b></p>
PPD	Demonstrate mastery of <i>Fourth Grade</i> language skills (See supporting checklist)
<p><b>Standard Proficiency Rubric:</b> To be marked on report card.  <i>(L.4.1, L.4.2, L.4.4 are to be recorded together as one standard)</i></p> <p><b>3- Meets or Exceeds EOY expectations</b>          Demonstrates 12 out of 14 skills on the supporting checklist.</p> <p><b>2- Shows progress to meet EOY expectations</b>          Demonstrates 9-11 out of 14 skills on the supporting checklist.</p> <p><b>1- Shows progress yet far from EOY expectations or shows limited progress</b>          Demonstrates 8 or fewer skills on the supporting checklist.</p>	

Domain: Reading Foundations	
Standard RF.4.3	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <b>(DOK 1)</b>
Standard RF.4.4	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>(DOK 1,2)</b>
PPD	Demonstrate mastery of <i>Fourth Grade</i> foundational reading skills (See supporting checklist)
<p><b>Standard Proficiency Rubric:</b> To be marked on report card. <i>(R.F.4.3-4.4 are to be recorded together as one standard)</i></p> <p><b>3- Meets or Exceeds EOY expectations</b> Demonstrates 4 out of 4 skills on the supporting checklist.</p> <p><b>2- Shows progress to meet EOY expectations</b> Demonstrates 3 out of 4 skills on the supporting checklist.</p> <p><b>1- Shows progress yet far from EOY expectations or shows limited progress</b> Demonstrates 2 or fewer skills on the supporting checklist.</p>	
Domain: Speaking and Listening	
Standard SL.4.4	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; speak clearly at an understandable pace. <b>(DOK 1,2,3)</b>
PPD	Report on a topic or text, tell a story, or recount an experience
<p><b>Standard Proficiency Rubric:</b> To be marked on report card.</p> <p><b>3- Meets or Exceeds EOY expectations</b> Report on a topic or text, tell a story, or recount an experience. To achieve a 3, they must be able to demonstrate ALL of the following:</p> <ul style="list-style-type: none"> <li>● appropriate and relevant facts</li> <li>● descriptive details</li> <li>● speaking clearly</li> <li>● Speaking at an understandable pace</li> </ul>	

<p><b>2- Shows progress to meet EOY expectations</b>  Can successfully complete a portion of the standard, but not all of the bulleted skills listed above.</p> <p><b>1- Shows progress yet far from EOY expectations or shows limited progress</b>  Unable to complete any of the skills within any context of speaking (report ,story, recount of an experience).</p>	
<p>Reading Proficiency</p>	
<p>Standard  RL.4.10, RI.4.10</p>	<p>RL/RI 4.10. Read and comprehend grade level texts independently and proficiently (RL.4.10, RI.4.10)</p>
<p>PPD</p>	<p>Read and comprehend grade level texts independently and proficiently</p>
<p><b>Standard Proficiency Rubric: To be marked on report card</b></p>	
<p><b>3- Meets or Exceeds EOY expectations</b>  Proficient on CBM <u>end of year</u> expectations AND can comprehend grade level text.</p> <p><b>2- Shows progress to meet EOY expectations</b>  Proficient on CBM <u>current benchmark</u> expectations AND can comprehend grade level text.</p> <p><b>1- Shows progress yet far from EOY expectations or shows limited progress</b>  Below proficiency on CBM <u>current benchmark</u> expectations OR does not comprehend grade level text.</p>	