

English Language Arts  
Standards-Based Report Card 2023-2024  
**Fourth Grade**

Scoring Rubric:

3: Meets expectations

2: Approaching expectations

1: Beginning to learn expectations

Blank Box: Not assessed

IE: Insufficient evidence

<b>Reading - standards should be measured against student read, grade-level text</b>	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. Determines the main idea and supporting details of an informational text (RI.4.2)				
2. Determines central message or theme of literature (RL.4.2)				
3. Analyzes characters to comprehend a text (RL.4.3)				
4. Determines the meaning of words and phrases in a text (RL.4.4, RI.4.4)				
5. Describes the structure of an informational text (RI.4.5)				
6. Compares and contrasts various elements in multiple texts (RL.4.9)				
<b>Writing</b>	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. Produces writing that is organized (W.4.1, W.4.2, W.4.3)				
2. Produces writing that is developed (W.4.1, W.4.2, W.4.3)				
3. Uses correct grammar, capitalization, and punctuation (L.4.1, L.4.1.f, L.4.2.a, L.4.2.b, L.4.2.c)				
4. Uses phonics strategies to spell when writing (L.4.2.d)				

## Fourth Grade English Language Arts Rubric

### Reading

Quarters 2 and 4	Standard 1: Determines the main idea and supporting details on an informational text (RI.4.2)
3	I can <b>independently</b> and <b>consistently</b> : <ul style="list-style-type: none"><li>● determine the main idea</li><li>● determine supporting details of a text</li></ul>
2	I can do one of the following or do both <b>some</b> of the time: <ul style="list-style-type: none"><li>● determine the main idea</li><li>● determine supporting details of a text</li></ul>
1	I <b>need support</b> to: <ul style="list-style-type: none"><li>● determine the main idea</li><li>● determine supporting details of a text</li></ul>

A summary for nonfiction writing is structured by telling the main idea followed by the details related to the main idea.

Definitions:

- Main idea (informational) what the informational text is mostly about (ex. types of dogs)

Quarter 3	Standard 2: Determines central message or theme of literature (RL.4.2)
3	I can <b>independently</b> and <b>consistently</b> : <ul style="list-style-type: none"> <li>● determine the central message or theme of a text</li> <li>● explain how the message is conveyed through key details</li> </ul>
2	I can do <b>one</b> of the following or do the following <b>some</b> of the time: <ul style="list-style-type: none"> <li>● determine the central message or theme of a text</li> <li>● explain how the message is conveyed through key details</li> </ul>
1	I <b>need support</b> to identify the central message or theme of literature.

The summary for a fiction story is structured by describing the theme or central message followed by details from the text referencing to characters and events to support the theme or central message.

Definitions:

- Theme (literature) - theme is the specific feeling expressed about the subject (ex. friendship, perseverance, simplicity, greed, patience)
- Central message (literature) – the lesson the author is trying to teach the reader (ex. if perseverance is the theme, the central message could be: if you persevere, you can make your life better)

Quarters 1 and 3	Standard 3: Analyzes characters to comprehend a text (RL.4.3)
3	I can <b>independently</b> and <b>consistently</b> describe characters' personality traits by analyzing their thoughts, words, and actions.
2	I can <b>sometimes</b> describe characters' personality traits by analyzing their thoughts, words, and actions.
1	I <b>need support</b> to describe characters' personality traits by analyzing their thoughts, words, and actions.

When discussing character traits, teachers should expose their 4<sup>th</sup> grade students to the character traits listed below, which are taken from the Melville character trait list:

- assertive, cordial, cunning, defiant, fickle, haughty, hesitant, indifferent, meek, menacing, noble, perceptive, pompous, reckless, ruthless, skeptical, submissive, surly, unassuming, uncompromising

Standard 4: Determines the meaning of words and phrases in a text (RL.4.4, RI.4.4)		
	Quarter 1, 2, 4	Quarter 3
3	<p>I can <b>independently</b> and <b>consistently</b> use a variety of strategies to determine the meaning of words. Strategies that I flexibly choose between include:</p> <ul style="list-style-type: none"> <li>● glossary</li> <li>● context clues</li> <li>● picture clues</li> <li>● base words</li> <li>● text features</li> </ul>	<p>I can <b>independently</b> and <b>consistently</b> use a variety of strategies to determine the meaning of words. Strategies that I flexibly choose between include:</p> <ul style="list-style-type: none"> <li>● glossary</li> <li>● context clues</li> <li>● picture clues</li> <li>● base words</li> <li>● text features</li> </ul> <p>I can also <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>● determine meaning of a metaphor within the text</li> <li>● determine meaning of a simile within the text</li> </ul>
2	<p>I can <b>sometimes</b> use strategies to determine the meaning of words. I may rely solely on one or two strategies instead of choosing flexibly between the following:</p> <ul style="list-style-type: none"> <li>● glossary</li> <li>● context clues</li> <li>● picture clues</li> <li>● base words</li> <li>● text features</li> </ul>	<p>I can <b>sometimes</b> use strategies to determine the meaning of words. I may rely solely on one or two strategies instead of choosing flexibly between the following:</p> <ul style="list-style-type: none"> <li>● glossary</li> <li>● context clues</li> <li>● picture clues</li> <li>● base words</li> <li>● text features</li> </ul> <p>I can also <b>sometimes</b>:</p> <ul style="list-style-type: none"> <li>● determine the meaning of a metaphor within the text</li> <li>● determine the meaning of a simile within the text</li> </ul>
1	<p>I <b>need support</b> to determine the meaning of words.</p>	<p>I <b>need support</b> to determine the meaning of words.</p> <p>I also <b>need support</b> to:</p> <ul style="list-style-type: none"> <li>● determine the meaning of a metaphor within the text</li> <li>● determine the meaning of a simile within the text</li> </ul>

#### Assessment Evidence

- When reading with a student, ask a student to define a word and explain a strategy they used to determine the meaning.
- This can be assessed throughout all subject areas.
- Read a mentor text during a mini-lesson and have students determine words or phrases in their reading response journal.

Metaphors and similes are assessed with poetry.

Quarters 2 and 4	Standard 5: Describes the structure of an informational text (RI.4.5)
3	I can <b>independently</b> and <b>consistently</b> describe the overall structure of an informational text.
2	I can <b>sometimes</b> describe the overall structure of an informational text.
1	I <b>need support</b> to describe the overall structure of an informational text.

Definition of structure: how information is organized within a passage (nonfiction)

- Description-characteristics, features, examples
- Chronological Order- dates
- Sequence-first, next, then, last, before, after
- Compare and Contrast-what is alike and what is different
- Cause and Effect- when something makes something else happen
- Problem and Solution-problem and a way to fix it

Quarters 1 and 3	Standard 6: Compares and contrasts various elements in multiple texts <b>(RL.4.9)</b>
3	I can <b>independently</b> and <b>consistently</b> compare and contrast various elements in multiple texts including: <ul style="list-style-type: none"> <li>● Characters</li> <li>● Setting</li> <li>● Plot</li> <li>● Theme</li> </ul>
2	I can compare and contrast various elements in multiple texts <b>some</b> of the time OR I may be able to compare and contrast only <b>some</b> of the following elements: <ul style="list-style-type: none"> <li>● Characters</li> <li>● Setting</li> <li>● Plot</li> <li>● Theme</li> </ul>
1	I <b>need support</b> to compare and contrast various elements in multiple texts. I may be only able to compare and contrast one of the expected elements.

Definitions:

- Theme (literature) - theme is the specific feeling expressed about the subject (ex. friendship, perseverance, simplicity, greed, patience)

Writing

Standard 1: Produces writing that is organized (W.4.1, W.4.2, W.4.3)	
Quarter 1	<b>Narrative (W.4.3)</b>
3	I can <b>independently</b> and <b>consistently</b> : <ul style="list-style-type: none"><li>● write a beginning that includes characters and the setting of the story</li><li>● tell a story in order using transitional words and phrases</li><li>● write an ending that connected the beginning to the end of the story</li><li>● organize writing into appropriate paragraphs</li></ul>
2	I can do <b>some</b> of the following: <ul style="list-style-type: none"><li>● write a beginning that includes characters and the setting of the story</li><li>● tell a story in order using transitional words and phrases</li><li>● write an ending that connected the beginning to the end of the story</li><li>● organize writing into appropriate paragraphs</li></ul>
1	I <b>need support</b> to produce writing that is organized.



Standard 1: Produces writing that is organized (W.4.1, W.4.2, W.4.3)	
Quarters 2 and 4	<b>Informational</b> (W.4.2)
3	<p>I can <b>independently</b> and <b>consistently</b>.</p> <ul style="list-style-type: none"> <li>● introduce my topic by explaining why the subject matters, telling a surprising fact, or giving a big picture to teach different things about a subject</li> <li>● use transitional words and phrases in each section that help readers understand how one piece of information connects with others 2</li> <li>● write an ending that may suggest a follow-up action or leave readers with a final insight</li> <li>● organize information into sections and use paragraphs and sometimes chapters to separate those sections - each section has information that was mostly about the same thing - may have headings and subheadings</li> </ul>
	<p>I can do <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>● introduce my topic by explaining why the subject matters, telling a surprising fact, or giving a big picture to teach different things about a subject</li> <li>● use transitional words and phrases in each section that help readers understand how one piece of information connects with others</li> <li>● write an ending that may suggest a follow-up action or leave readers with a final insight</li> <li>● organize information into sections and use paragraphs and sometimes chapters to separate those sections - each section has information that was mostly about the same thing - may have headings and subheadings</li> </ul>
1	I <b>need support</b> to produce writing that is organized.

Standard 1: Produces writing that is organized (W.4.1, W.4.2, W.4.3)

Quarter 3

**Opinion** (W.4.1)

3

I can **independently** and **consistently**:

- introduce a topic that hooks readers by asking a question, explaining why the topic matters, telling a surprising fact, or giving background information and stating a claim
- uses words and phrases to glue parts of the piece together when giving evidence and when making a new point
- write an ending that restates and reflects on my claim, perhaps suggesting an action or response based on what I have written
- separate sections of information using paragraphs

I can do **some** of the following:

- introduce a topic that hooks readers by asking a question, explaining why the topic matters, telling a surprising fact, or giving background information and stating a claim
- uses words and phrases to glue parts of the piece together when giving evidence and when making a new point
- write an ending that restates and reflects on my claim, perhaps suggesting an action or response based on what I have written
- separate sections of information using paragraphs

1

I **need support** to produce writing that is organized.

Standard 2: Produces writing that is developed (W.4.1, W.4.2, W.4.3)	
Quarter 1	<b>Narrative (W.4.3)</b>
3	I can <b>independently</b> and <b>consistently</b> : <ul style="list-style-type: none"> <li>bring the characters to life with details, dialogue, actions, thoughts and feelings</li> <li>include precise and sometimes sensory details and use figurative language (simile, metaphor, personification)</li> </ul>
2	I can do <b>some</b> of the following: <ul style="list-style-type: none"> <li>bring the characters to life with details, dialogue, actions, thoughts and feelings</li> <li>include precise and sometimes sensory details and use figurative language (simile, metaphor, personification)</li> </ul>
1	I <b>need support</b> to produce writing that is developed.

Standard 2: Produces writing that is developed (W.4.1, W.4.2, W.4.3)	
Quarters 2 and 4	<b>Informational (W.4.2)</b>
3	I can <b>independently</b> and <b>consistently</b> : <ul style="list-style-type: none"> <li>teach about the subject by choosing subtopics that are important or interesting</li> <li>include different types of facts</li> <li>make deliberate word choices to teach readers by possibly using key words about the topic (using repeated key words about the topic)</li> <li>choose interesting comparisons and use figurative language to clarify points</li> <li>make choices about which information is best to include or not include</li> <li>use a teaching tone</li> </ul>
2	I can do <b>some</b> of the following: <ul style="list-style-type: none"> <li>teach about the subject by choosing subtopics that are important or interesting</li> <li>include different types of facts</li> <li>make deliberate word choices to teach readers by possibly using key words about the topic (using repeated key words about the topic)</li> <li>choose interesting comparisons and use figurative language to clarify points</li> <li>make choices about which information is best to include or not include</li> <li>use a teaching tone</li> </ul>
1	I <b>need support</b> to produce writing that is developed.

Standard 2: Produces writing that is developed (W.4.1, W.4.2, W.4.3)	
Quarter 3	<b>Opinion (W.4.1)</b>
3	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>● give reasons to support my opinion and convince readers</li> <li>● make deliberate word choices to convince readers, emphasizing or repeating words that make readers feel emotions</li> <li>● choose precise details and facts to help make points and use figurative language to draw readers into my line of thought</li> <li>● make choices about which evidence is best to include or not include to support points</li> <li>● use a convincing tone</li> </ul>
2	<p>I can do <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>● give reasons to support my opinion and convince readers</li> <li>● make deliberate word choices to convince readers, emphasizing or repeating words that make readers feel emotions</li> <li>● choose precise details and facts to help make points and use figurative language to draw readers into my line of thought</li> <li>● make choices about which evidence is best to include or not include to support points</li> <li>● use a convincing tone</li> </ul>
1	I <b>need support</b> to produce writing that is developed.

Standard 3: Uses correct grammar, capitalization, and punctuation (L.4.1, L.4.1.f, L.4.2.a, L.4.2.b, L.4.2.c)

Quarter 1	
3	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"><li>● use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), adjectives and adverbs, verb tense to convey various times, and recognize and correct inappropriate shifts in verb tense (L.4.1)</li><li>● use a variety of simple, compound, and complex sentences in my written work (L.4.1.f)</li><li>● locate and fix run-on sentences (L.4.1.f)</li><li>● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles, and dialogue (L.4.2.a)</li><li>● punctuate end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, commas and quotations in dialogue (L.4.2.b, L.4.2.c)</li></ul>
2	<p>I can do <b>some</b> of the following:</p> <ul style="list-style-type: none"><li>● use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), adjectives and adverbs, verb tense to convey various times, and recognize and correct inappropriate shifts in verb tense (L.4.1)</li><li>● use a variety of simple, compound, and complex sentences in my written work (L.4.1.f)</li><li>● locate and fix run-on sentences (L.4.1.f)</li><li>● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles, and dialogue (L.4.2.a)</li><li>● punctuate end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, commas and quotations in dialogue (L.4.2.b, L.4.2.c)</li></ul>
1	<p>I <b>need support</b> to use correct grammar, capitalization, and punctuation.</p>

Definitions:

- Adverbs – a word or phrase that modifies or qualifies an adjective, verb, or other adverb – they express a relation of place (ex. here, there, everywhere, upstairs), time (now, first, today), circumstance, manner, (ex. quickly, quietly, truthfully), cause, degree (ex. very, almost, quite, only)
- Compound sentence: two simple sentences joined by a conjunction
- Complex sentence: A simple sentence with another dependent clause
- Conjunction – a word used to connect clauses or sentences or to coordinate words in the same clause (ex. for, and, but, or, yet, so)
- Clause – contains a subject and a predicate
- Fragment – sentence without a subject or predicate
- Predicate - the part of the sentence that tells what the subject does
- Run-on sentence – sentences combined without proper punctuation or conjunction
- Simple sentence: has a subject and a predicate (ex. He went to the shop. The man ate a sandwich.)
- Subject - the who or what

Standard 3: Uses correct grammar, capitalization, and punctuation (L.4.1, L.4.1.f, L.4.2.a, L.4.2.b, L.4.2.c)

Quarter 2	
3	I can <b>independently</b> and <b>consistently</b> : <ul style="list-style-type: none"><li>● use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), adjectives and adverbs, verb tense to convey various times, recognize and correct inappropriate shifts in verb tense, and <b>use appropriate conjunctions</b> (L.4.1)</li><li>● use a variety of simple, compound, and complex sentences in my written work (L.4.1.f)</li><li>● locate and fix run-on sentences (L.4.1.f)</li><li>● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles, and dialogue (L.4.2.a)</li><li>● punctuate end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, commas and quotations in dialogue, and <b>use commas before a conjunction in compound sentences</b> (L.4.2.b, L.4.2.c)</li></ul>
2	I can do <b>some</b> of the following: <ul style="list-style-type: none"><li>● use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), adjectives and adverbs, verb tense to convey various times, recognize and correct inappropriate shifts in verb tense, and <b>use appropriate conjunctions</b> (L.4.1)</li><li>● use a variety of simple, compound, and complex sentences in my written work (L.4.1.f)</li><li>● locate and fix run-on sentences (L.4.1.f)</li><li>● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles, and dialogue (L.4.2.a)</li><li>● punctuate end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, commas and quotations in dialogue, and <b>use commas before a conjunction in compound sentences</b> (L.4.2.b, L.4.2.c)</li></ul>
1	I <b>need support</b> to use correct grammar, capitalization, and punctuation.

Definitions:

- Adverbs – a word or phrase that modifies or qualifies an adjective, verb, or other adverb – they express a relation of place (ex. here, there, everywhere, upstairs), time (now, first, today), circumstance, manner, (ex. quickly, quietly, truthfully), cause, degree (ex. very, almost, quite, only)
- Compound sentence: two simple sentences joined by a conjunction
- Complex sentence: A simple sentence with another dependent clause
- Conjunction – a word used to connect clauses or sentences or to coordinate words in the same clause (ex. for, and, but, or, yet, so)
- Clause – contains a subject and a predicate
- Fragment – sentence without a subject or predicate
- Predicate - the part of the sentence that tells what the subject does
- Run-on sentence – sentences combined without proper punctuation or conjunction
- Simple sentence: has a subject and a predicate (ex. He went to the shop. The man ate a sandwich.)
- Subject - the who or what

Standard 3: Uses correct grammar, capitalization, and punctuation (L.4.1, L.4.1.f, L.4.2.a, L.4.2.b, L.4.2.c)

Quarters 3 and 4	
3	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"><li>● use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), adjectives and adverbs, verb tense to convey various times, recognize and correct inappropriate shifts in verb tense, use appropriate conjunctions, and <b>use appropriate clauses</b> (L.4.1)</li><li>● use a variety of simple, compound, and complex sentences in my written work (L.4.1.f)</li><li>● locate and fix run-on sentences (L.4.1.f)</li><li>● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles, and dialogue (L.4.2.a)</li><li>● punctuate end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, commas and quotations in dialogue, use commas before a conjunction in compound sentences, and <b>use appropriate commas with a clause</b> (L.4.2.b, L.4.2.c)</li></ul>
2	<p>I can do <b>some</b> of the following:</p> <ul style="list-style-type: none"><li>● use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), adjectives and adverbs, verb tense to convey various times, recognize and correct inappropriate shifts in verb tense, use appropriate conjunctions, and <b>use appropriate clauses</b> (L.4.1)</li><li>● use a variety of simple, compound, and complex sentences in my written work (L.4.1.f)</li><li>● locate and fix run-on sentences (L.4.1.f)</li><li>● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles, and dialogue (L.4.2.a)</li><li>● punctuate end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, commas and quotations in dialogue, use commas before a conjunction in compound sentences, and <b>use appropriate commas with a clause</b> (L.4.2.b, L.4.2.c)</li></ul>
1	<p>I <b>need support</b> to use correct grammar, capitalization, and punctuation.</p>

Definitions:

- Adverbs – a word or phrase that modifies or qualifies an adjective, verb, or other adverb – they express a relation of place (ex. here, there, everywhere, upstairs), time (now, first, today), circumstance, manner, (ex. quickly, quietly, truthfully), cause, degree (ex. very, almost, quite, only)
- Compound sentence: two simple sentences joined by a conjunction
- Complex sentence: A simple sentence with another dependent clause
- Conjunction – a word used to connect clauses or sentences or to coordinate words in the same clause (ex. for, and, but, or, yet, so)
- Clause – contains a subject and a predicate
- Fragment – sentence without a subject or predicate
- Predicate - the part of the sentence that tells what the subject does
- Run-on sentence – sentences combined without proper punctuation or conjunction
- Simple sentence: has a subject and a predicate (ex. He went to the shop. The man ate a sandwich.)
- Subject - the who or what

Quarters 1, 2, 3 and 4	Standard 4: Uses phonics strategies to spell when writing (L.4.2.d)
3	I can <b>independently</b> and <b>consistently</b> use taught phonics spelling rules in my writing as well as spelling resources.
2	I can use taught phonics spelling rules and spelling resources in my writing some of the time.
1	I <b>need support</b> to use taught phonics spelling rules when writing.

Assessment - Sunday mastery checks and student writing