

Encinitas Union School District



Report Card Resource

Grade 4

Encinitas Union School District - Grade 4 Report Card

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Reading: Literature

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Reading			
Literature	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Differentiate between explicit and inferred information.	Explain how details and examples support inferences.
	4.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments .	Apply textual details to determine the theme of a story, drama, or poem. Define “theme” of a story, drama, or poem.	Summarize key ideas and details of a story, drama, or poem.
	4.RL.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).	Identify the character, setting, and/ or event. Identify specific details about: characters, settings, and/or events.	Describe a character, the setting, or an event using a character's thoughts, words, or actions based on evidence in text.
	4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Recognize words and phrases. Recognize words and phrases that allude to mythical characters. Know significant Greek characters and defining characteristics.	Determine the meaning of words and phrases as they are used in a text. Determine the meaning of words and phrases that allude to mythological characters.
	4.RL.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.	Differentiate between poems, drama, and prose. Refer to the structural elements of poems when writing or speaking. Refer to the structural elements of a drama when writing or speaking. Refer to the structural elements of prose when writing or speaking.	Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text. Analyze how particular structure contributes to development of theme, setting, or plot.
	4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Define vocabulary, compare/ contrast, and point of view. Define first- and third-person narrations. Recognize first- and third-person narrations. Identify point of view (including first- and third-person narrations).	Compare the points of view (including first- and third-person narrations). Contrast the points of view (including first- and third-person narrations).
	4.RL.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.	Identify similarities and differences between a text and a visual or oral presentation. Recall specific descriptions and directions in a text of a story or drama and its visual or oral presentation. Identify story in text, visually or orally. Identify drama in text, visually or orally. Recognize stage directions in a story/drama both in text and visual/oral presentations.	Connect specific descriptions and directions between written and oral or visual presentations of text.
	Note no 5.RI.8		

Reading: Literature

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
(Foundational Skills)	4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Identify specific details describing themes, topics, or event patterns in stories, myths, and traditional literature from different cultures. Identify similarities in themes, topics, or event patterns in stories, myths, and traditional literature from different cultures. Identify differences in themes, topics, or event patterns in stories, myths, and traditional literature from different cultures.	Compare/Contrast themes, topics, or event patterns in stories, myths, and traditional literature from different cultures.
	4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Identify/understand key ideas and details. Identify/understand craft and structure. Identify/understand integration of knowledge and ideas.	Comprehend key ideas and details. Comprehend craft and structure. Comprehend integration of knowledge and ideas.
	To be applied in Literature and Informational Reading grades		
	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Know grade-level phonics and word analysis skills in decoding words.	Apply grade-level phonics and word analysis in decoding words. Synthesize phonics and word analysis skills to decode words. Read multisyllabic words in and out of context. Read words with Latin roots.
	4.RF.4 Read with sufficient accuracy and fluency to support comprehension.		
	a. Read grade-level text with purpose and understanding.	Identify and understand foundational reading skills.	Determine the purpose for reading on-level text. Read on-level text fluently and accurately.
	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Apply reading strategies for accuracy, rate, and expression.	Apply reading strategies for accuracy, rate, and expression. Reread with fluency as necessary. Read with accuracy and expression at the appropriate rate on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Confirm or self-correct word recognition. Confirm or self-correct word understanding. Understand how to confirm or self-correct using context.	Confirm or self-correct word recognition and understanding.
	To be applied in Literature and Informational Reading grades		
	4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
(Language)	4.L.3a. Choose words and phrases to convey ideas precisely.	Recognize language conventions for writing, speaking, reading, and listening.	Apply knowledge of language conventions when writing, reading or listening. Choose words and phrases precisely. Use words and phrases precisely when speaking.

Reading: Literature

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	4.L.3b. Choose punctuation for effect.	Recognize types of punctuation. Identify punctuation that creates effect.	Choose punctuation for effect.
	4.L.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Recognize fundamentals of formal and informal English.	Differentiate between contexts that call for formal English and informal discourse. Use knowledge of language when speaking. Use knowledge of language conventions when speaking.
	4.L.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.		
	4.L.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Identify common context clues.	Determine the meaning of words by examining a text. Choose from a range of vocabulary strategies to determine a word's meaning.
	4.L.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Use common reference materials Use a pronunciation guide Use reference materials to find pronunciation Use reference materials to determine the meaning of key words.	
	4.L.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Use common reference materials. Use a pronunciation guide. Use reference materials to find pronunciation. Use reference materials to determine the meaning of key words.	

Reading: Informational

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Informational	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Differentiate between explicit and inferred information. Identify explicit details when explaining text. Identify explicit details when drawing inferences.	Analyze the text using details and examples. Summarize explicit information through inferences. Determine the similarities and differences of the experience of reading a story, drama, or poem to that of listening or viewing the audio, video, or live version of the text.
	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Identify the main idea and themes. Explain how details are needed to support the main idea.	Summarize text with key supporting details.
	4.RI.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.	Identify events, procedures, ideas, and concepts. Identify character interaction led to events.	Evaluate why events, procedures, ideas, and concepts occurred with supporting details. Summarize why events, procedures, ideas, and concepts occurred with supporting details.
	4.RI.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.	Identify general academic words and phrases. Identify domain-specific words and phrases.	Analyze the meaning of general academic phrases. Evaluate the meaning of domain-specific phrases.
	4.RI.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.	Determine the overall text structure. Describe the overall text structure.	
	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Define vocabulary - compare, contrast, firsthand, secondhand. Describe events or main ideas.	Compare accounts of the event or topic. Contrast accounts of the event or topic. Generalize the difference in focus and information.
	4.RI.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.	Define interpret. Recognize nonfiction text features. Read graphs, charts, diagram, timelines, etc. Recognize interactive Web elements.	Analyze information from charts, diagrams, graphs, timelines, animations, and interactive elements. Analyze information visually, orally, and quantitatively. Evaluate how information presented visually, orally, and quantitatively aids in understanding.
	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	Recognize the differences between fact and opinion. Define evidence and reason. Identify the author's reasons and evidence.	Evaluate how to use reasons to support points. Evaluate how to use evidence to support points.
	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Identify information within texts on the same topic.	Integrate information from two texts on the same topic.

Reading: Informational

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
(Foundational Skills)	4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Recall/understand key ideas and details. Identify/understand craft and structure. Recognize/understand integration of knowledge and ideas.	Comprehend key ideas and details. Comprehend craft and structure. Comprehend integration of knowledge and ideas.
	To be applied in Literature and Informational Reading grades		
	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Know grade-level phonics and word analysis skills in decoding words.	Apply grade-level phonics and word analysis in decoding words. Synthesize phonics and word analysis skills to decode words. Read multisyllabic words in and out of context. Read words with Latin roots.
	4.RF.4 Read with sufficient accuracy and fluency to support comprehension.		
	a. Read grade-level text with purpose and understanding.	Identify and understand foundational reading skills.	Determine the purpose for reading on-level text. Read on-level text fluently and accurately.
(Language)	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Apply reading strategies for accuracy, rate, and expression.	Apply reading strategies for accuracy, rate, and expression. Reread with fluency as necessary. Read with accuracy and expression at the appropriate rate on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Confirm or self-correct word recognition. Confirm or self-correct word understanding. Understand how to confirm or self-correct using context.	Confirm or self-correct word recognition and understanding.
	To be applied in Literature and Informational Reading grades		
	4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	4.L.3a. Choose words and phrases to convey ideas precisely.	Recognize language conventions for writing, speaking, reading, and listening.	Apply knowledge of language conventions when writing, reading or listening. Choose words and phrases precisely. Use words and phrases precisely when speaking.
	4.L.3b. Choose punctuation for effect.	Recognize types of punctuation. Identify punctuation that creates effect.	Choose punctuation for effect.
	4.L.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Recognize fundamentals of formal and informal English.	Differentiate between contexts that call for formal English and informal discourse. Use knowledge of language when speaking. Use knowledge of language conventions when speaking.

Reading: Informational

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	4.L.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.		
	4.L.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Identify common context clues.	Determine the meaning of words by examining a text. Choose from a range of vocabulary strategies to determine a word's meaning.
	4.L.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Use common reference materials Use a pronunciation guide Use reference materials to find pronunciation Use reference materials to determine the meaning of key words.	
	4.L.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Use common reference materials. Use a pronunciation guide. Use reference materials to find pronunciation. Use reference materials to determine the meaning of key words.	

Writing: Text Types

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Writing			
Text Types			
Text Type: Opinion	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
	4.W.1a. 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.	Explain organizational structures. Explain writer's point of view. Explain writer's purpose.	Determine how to clearly introduce topic or text. Formulate an opinion. Create an opinion piece supported with reasons and information. Opinion piece should include clear introduction. Opinion piece should include statement of opinion. Opinion piece should include strong organizational structure.
	4.W.1b. Provide reasons that are supported by facts and details.	Recognize facts and details.	Organize by grouping ideas to support writer's purpose. Provide reasons supported with facts and details. Opinion piece should include support by facts and details.
	4.W.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).		Link opinions and reasons using words and phrases. Opinion piece should include links between opinion and reasons.
	4.W.1d. Provide a concluding statement or section related to the opinion presented.	Explain purpose of concluding statement.	Provide a conclusion related to the opinion. Opinion piece should include a concluding statement or section.
Text Type: Informative/ Explanatory	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
	4.W.2a. 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.	Identify a clear topic. Identify related information grouped in paragraphs or sections. Identify related information containing formatting, illustrations, and multimedia when aiding comprehension.	Develop a clearly introduced topic. Develop related information grouped in paragraphs or sections. Develop related information containing formatting, illustrations, and multimedia when aiding comprehension. Informative/explanatory texts that include clear topic introduction. Informative/explanatory texts that include related information grouped in paragraphs or sections. Informative/explanatory texts that include related information that contain formatting, illustrations, and multimedia when aiding comprehension.
	4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Identify topics developed with facts, definitions, concrete details, and quotations with other information and examples.	Develop topics with facts, definitions, concrete details, and quotations with other information and examples. Informative/explanatory texts that include a topic developed with facts, definitions, concrete details, and quotations with other information and examples.

Writing: Text Types

Text Type: Narrative	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	4.W.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Identify linked ideas within categories of information.	Develop linked ideas within categories of information using words and phrases. Informative/explanatory texts that include ideas linked in categories of information using words and phrases.
	4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Identify precise language and domain-specific vocabulary to inform or explain.	Develop precise language and domain-specific vocabulary to inform or explain. Develop a related concluding statement or section. Informative/explanatory texts that include precise language and domain-specific vocabulary to inform or explain.
	4.W.2e. Provide a concluding statement or section related to the information or explanation presented.	Identify a related concluding statement or section.	Informative/explanatory texts that include a concluding statement or section.
	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
	4.W.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Identify the story elements, structure of a narrative, and use of dialogue and description to develop experiences, events or characters.	Establish a situation, narrator, and/ or characters. Write a narrative that establishes a situation, a narrator, or characters.
	4.W.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.		Use dialogue and description to develop experiences and events. Write a narrative that uses dialogue, descriptions, concrete and/or sensory details to develop experiences, events, and reveal characters.
	4.W.3c. Use a variety of transitional words and phrases to manage the sequence of events.	Recognize transitional words used to develop sequence.	Sequence events logically with transitional words and phrases. Write a narrative that uses transitional words and phrases.
	4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Recognize transitional words used to develop sequence.	Sequence events logically with transitional words. Write a narrative that uses transitional words and phrases.
	4.W.3e. Provide a conclusion that follows from the narrated experiences or events.		Establish aligned conclusions with the sequence of events. Write a narrative that provides a conclusion.

Writing: Process

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Writing Process	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)		Analyze the reason for writing to decide on task, purpose, or audience. Determine suitable idea development strategies. Determine suitable organization appropriate to the task, purpose, or audience. Produce a writing piece with clear, cohesive idea development and organization, appropriate to the determined task, purpose, and audience.
	4.W.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 1-3 up to and including grade 4.)	Recognize how to plan with guidance and support from peers and adults. Recognize how to revise with guidance and support from peers and adults. Recognize how to edit with guidance and support from peers and adults. Recognize how to rewrite with guidance and support from peers and adults. Recognize how to try a new approach with guidance and support from peers and adults. Know how to edit for conventions with guidance and support from peers and adults.	Develop and strengthen writing by planning with guidance and support from peers and adults. Develop and strengthen writing by revising with guidance and support from peers and adults. Develop and strengthen writing by editing with guidance and support from peers and adults. Develop and strengthen writing by rewriting with guidance and support from peers and adults. Develop and strengthen writing by trying a new approach with guidance and support from peers and adults.
	4.W.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.	Use keyboarding skills with some guidance and support from adults. Use word processing to produce and publish writing with some guidance and support from adults. Use the Internet to communicate with others with some guidance and support from adults.	Evaluate appropriate technology tools for use with some guidance and support from adults. Evaluate the technology tools for producing and publishing writing with some guidance and support from adults. Evaluate the technology for collaborating with others with some guidance and support from adults. Use technology to develop, revise, edit, and publish writing with some guidance and support from adults. Use technology to communicate and collaborate with some guidance and support from adults. Use keyboarding skills to type a minimum of one page in a single sitting.
	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects	Conduct short research projects investigating different aspects of a topic.
	4.W.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.	Identify relevant information from a passage. Recall and gather relevant information from experience. Take notes. Provide source list.	Gather relevant information from print and digital sources. Categorize information. Distinguish between relevant and irrelevant information.

Writing: Process

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	4.W.9a. Apply grade 4 Reading standards to literature (e.g., "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].").	Identify key ideas and details as evidence to support conclusions.	Analyze key ideas and details as evidence of understanding text.
	4.W.9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	Cite textual evidence to analyze explicit text.	Draw evidence as support for research. Reflect on key ideas and details as evidence of understanding text.
	4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Identify the various purposes for writing. Identify and understand the various organizational structures as related to different genres or purposes of writing.	Determine when to write for short or extended time frames. Determine the appropriate organizational structure for specific audiences and purposes. Write for various purposes and to various audiences for short or extended time frames. Write for a range of discipline-specific tasks, purposes, and audiences.

Writing: Language Conventions

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Conventions	4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	4.L.1a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Identify relative pronouns and adverbs.	
	4.L.1b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Recognize progressive verb tenses and modal auxiliaries/helping verbs.	
	4.L.1c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.		Use modal auxiliaries to convey various conditions. Use modal auxiliaries to convey various conditions.
	4.L.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).		Order adjectives according to conventional patterns.
	4.L.1e. Form and use prepositional phrases.	Identify prepositional phrases.	
	4.L.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Recognize fragments and run-ons.	Correct inappropriate fragments or run-ons in sentences. Correct inappropriate fragments.
	4.L.1g. Correctly use frequently confused words (e.g., to, too, two; there, their).	Identify frequently confused words/homophones.	
	4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	4.L.2a. Use correct capitalization.	Apply correct capitalization in writing.	
	4.L.2b. Use commas and quotation marks to mark direct speech and quotations from a text.	Apply correct punctuation in writing. Use commas and quotation marks in dialogue.	
	4.L.2c. Use a comma before a coordinating conjunction in a compound sentence.	Apply correct spelling in writing. Know coordinating conjunctions. Know that coordinating conjunctions connect two or more independent clauses. Use commas before a coordinating conjunction in a compound sentence.	
	4.L.2d. Spell grade-appropriate words correctly, consulting references as needed.	Recall and apply spelling rules. Identify and correct misspelled words. Know procedures to efficiently find correct spelling. Consult references as needed.	
	4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

Writing: Language Conventions

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	4.L.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context	Define simple similes and metaphors, common idioms, adages, and proverbs. Recognize simple similes, metaphors, idioms, adages, and proverbs in context.	Explain the meaning of simple similes and metaphors in context. Distinguish between similes and metaphors.
	4.L.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.		Explain the meaning of common idioms, adages, and proverbs.
	4.L.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Identify synonyms and antonyms.	Distinguish between synonyms and antonyms.
	4.L.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).	Acquire grade appropriate general academic and domain-specific words. Know words that signal precise actions, emotions, and states of being. Know words that are basic to a particular topic.	Use grade appropriate general academic and domain-specific words. Use words that signal precise actions, emotions, and states of being. Use words that are basic to a particular topic.

Speaking and Listening

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Speaking and Listening	4.SL.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.		
	4.SL.1a. 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.	Identify key ideas from reading material.	Relate information read to discussion topics. Engage in discussions by sharing knowledge.
	4.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Identify ways to listen effectively. Describe discussion rules and roles.	Evaluate implementation of discussion rules and roles. Follow agreed-upon rules during discussion. Carry out assigned roles during discussions. Listen actively to discussions and presentations.
	4.SL.1c. 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.	Know how to answer questions and provide feedback.	Formulate questions and responses based on discussion [c]. Think critically about ideas posed. Pose and respond to specific questions to clarify understanding. Connect comments to others' remarks.
	4.SL.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Identify key ideas presented during discussion.	Explain the topic using personal ideas, opinions, and reasoning (d). Justify responses with evidence to support reasoning. Express ideas clearly.
	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase textual information presented orally from a variety of media formats.	
	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	Identify speaker's points.	Identify the reasons and evidence that support the speaker's points.
	4.SL.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.	Identify a topic, text, facts, and descriptive details. Identify and recall an experience. Identify clearly pronounced and enunciated words. Identify an understandable pace.	Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience. Determine appropriate facts that support main ideas or themes. Determine relevant descriptive details that support main ideas or themes. Speak clearly and understandably while reporting on a topic or telling a story. Speak clearly and understandably in an organized manner while recounting an experience. Speak clearly and understandably using appropriate facts. Speak clearly and understandably using relevant, descriptive details.

Speaking and Listening

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Identify main idea. Identify theme.	Determine when to enhance main idea or theme in audio. Add audio recordings to enhance the main idea or theme. Add visual displays to enhance the main idea or theme.
	4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Identify audience, task, or situation. Identify characteristics of formal and informal speaking.	Distinguish between formal and informal speech. Analyze situation to determine appropriate speech use. Speak using formal English when appropriate.

Operations and Algebraic Thinking

Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Mathematics and Mathematical Practices			
Operations and Algebraic Thinking	4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Know multiplication strategies.	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.
	4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Describe multiplicative comparison describe additive comparison multiply or divide to solve word problems.	Determine and use a variety of representations to model a problem involving multiplicative comparison. Distinguish between multiplicative comparison and additive comparison (repeated addition). Determine appropriate operation and solve word problems involving multiplicative comparison.
	4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Divide whole numbers including division with remainders.	Represent multi-step word problems using equations with a letter standing for the unknown quantity. Interpret multi-step word problems (including problems in which remainders must be interpreted) and determine the appropriate operations to solve. Assess the reasonableness of an answer in solving a multi-step word problem using mental math and estimation strategies (including rounding).
	4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	Define prime and composite numbers. Concepts/Skills: Know strategies to determine whether a whole number is prime or composite. Identify all factor pairs for any given number 1–100. Determine if a given whole number (1–100) is a multiple of a given one- digit number.	Determine if a given whole number (1–100) is a multiple of a given one-digit number. Evaluate if a given whole number (1–100) is prime or composite.
	4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. explain informally why the numbers will continue to alternate in this way.	Identify a number or shape pattern.	Analyze a pattern to determine features not apparent in the rule Generate a number or shape pattern that follows a given rule.

Numbers and Operations in Base Ten

Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Number and Operations in Base Ten	4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	
	4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.	Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
	4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	Round multi-digit whole numbers to any place using place value.	
	4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Fluently add and subtract multi-digit whole numbers less than or equal to 1,000,000 using the standard algorithm.	
	4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Multiply a whole number of up to four digits by a one-digit whole number. Multiply two two-digit numbers algorithm.	Use strategies based on place value and the properties of operations to multiply whole numbers. Illustrate and explain calculations by using written equations, rectangular arrays, and/or area models.
	4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors.	Use the strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using written equations, rectangular arrays, and/or area models.

Numbers and Operations-Fractions

Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Numbers and Operations-Fractions	4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Recognize and identify equivalent fractions with unlike denominators.	Explain why a/b is equal to $(n \times a)/(n \times b)$ by using fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use visual fraction models to show why fractions are equivalent. Generate equivalent fractions using visual fraction models and explain why they can be called "equivalent."
	4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model	Recognize fractions as being greater than, less than, or equal to other fractions. Record comparison results with symbols: $<$, $>$, $=$. Use benchmark fractions such as $1/2$ for comparison purposes make comparisons based on parts of the same whole	Compare two fractions with different numerators or denominators by creating common denominators or comparing to a benchmark fraction. Justify the results of a comparison of two fractions by using a visual fraction model
	4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.		
	4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Understand accumulating unit fractions ($1/b$) results in a fraction (a/b), where a is greater than 1.	Using fraction models, reason that addition of fractions is joining parts that are referring to the same whole. Using fraction models, reason that subtraction of fractions is separating parts that are referring to the same whole.
	4.NF.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	Recognize multiple representations of one whole using fractions with the same denominator. Add and subtract fractions with like denominators.	Using visual fraction models, decompose a fraction into the sum of fractions with the same denominator in more than one way. Record decompositions of fractions as an equation and explain the equation using visual fraction models.
	4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	Replace mixed numbers with equivalent fractions, using visual fraction models. Replace improper fractions with a mixed number, using visual fraction models.	Add and subtract mixed numbers with like denominators by using properties of operations and the relationship between addition and subtraction. Add and subtract mixed numbers by replacing each mixed number with an equivalent fraction.
	4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.		Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, by using visual fraction models and equations to

Numbers and Operations-Fractions

			represent the problem.
	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.		
	4.NF.4a Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	Represent a fraction a/b as a multiple of $1/b$ (unit fractions).	Apply multiplication of whole numbers to multiplication of a fraction by a whole number using visual fraction models.
	4.NF.4b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	Explain that a multiple of a/b is a multiple of $1/b$ (unit fraction) using a visual fraction model. Multiply a fraction by a whole number by using the idea that a/b is a multiple of $1/b$.	
	4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	Multiply a fraction by a whole number. Use fraction models and equations to represent the problem.	Solve word problems involving multiplication of a fraction by a whole number
	4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$ and add $3/10 + 4/100 = 34/100$.	Rename and recognize a fraction with a denominator of 10 as a fraction with a denominator of 100. Recognize that two fractions with unlike denominators can be equivalent	Use knowledge of renaming tenths to hundredths to add two fractions with denominators 10 and 100
	4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Explain the values of digits in the decimal places. Read and write decimals through hundredths. Rename fractions with 10 and 100 in the denominator as decimals. Recognize multiple representations of fractions with denominators 10 or 100.	Represent fractions with denominators 10 or 100 with multiple representations and decimal notation. Explain how decimals and fractions relate.
	4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	Recognize that comparisons are valid only when the two decimals refer to the same whole.	Compare two decimals to hundredths by reasoning about their size. Record the results of comparisons with the symbols $>$, $=$, or $<$. Justify the conclusions using visual models and other methods.

Measurement and Data

Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Measurement and Data	4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; L, mL; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. record measurement equivalents in a 2-column table. For example, know that 1 ft is 12 times as long as 1 in. express the length of a 4 ft snake as 48 in. generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	Know relative size of measurement units (km, m; kg, g; lb, oz; L, mL; hrs, min, sec).	Compare the different units within the same system of measurement. Convert larger units of measurement within the same system to smaller units and record conversions in a 2-column table.
	4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Express measurements given in a larger unit in terms of a smaller unit add, subtract, multiply, and divide fractions and decimals.	Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. Solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. Solve word problems involving measurement that include simple fractions or decimals. Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit.
	4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	Add and subtract fractions.	Analyze and interpret a line plot to solve problems involving addition and subtraction of fractions. Create a line plot to display a data set of measurements given in fractions of a unit.
	4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	Add and subtract fractions.	Analyze and interpret a line plot to solve problems involving addition and subtraction of fractions. Create a line plot to display a data set of measurements given in fractions of a unit.
	4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.		

Measurement and Data

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	4.MD.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.	Define angle. Recognize a circle as a geometric figure that has 360 degrees. Recognize and identify an angle as a geometric shape formed from 2 rays with a common endpoint. Recognize that an angle is a fraction of a 360-degree circle.	
	4.MD.5b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	Explain the angle measurement in terms of degrees.	
	4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Recognize that angles are measured in degrees ($^{\circ}$). Read a protractor.	Determine which scale on the protractor to use, based on the direction the angle is open. Determine the kind of angle based on the specified measure to decide reasonableness of a sketch. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
	4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	Recognize that an angle can be divided into smaller angles.	Solve addition and subtraction equations to find unknown angle measurements on a diagram. Find an angle measure by adding the measurements of the smaller angles that make up the larger angle. Find an angle measure by subtracting the measurements of the smaller angle from the larger angle.

Geometry

Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Geometry	4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.	Analyze two-dimensional figures to identify points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.
	4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Identify parallel or perpendicular lines in two-dimensional figures. Recognize acute, obtuse, and right angles. Identify right triangles.	Classify two-dimensional figures based on parallel or perpendicular lines and size of angles. Classify triangles as right triangles or not right.
	4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Recognize lines of symmetry for a two-dimensional figure. Recognize a line of symmetry as a line across a figure that when folded along creates matching parts. Identify line-symmetric figures. Draw lines of symmetry for two-dimensional figures.	

Reading Literature Rubric 4-6

	Skill Acquisition	Analysis and Application
A - Exceeds Expectations	At an advanced Lexile® band, students can independently identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	At an advanced Lexile® band, students can independently comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
B-Meets Expectations	Within grade level Lexile® band, students can independently identify and understand with minimal support: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	Within grade level Lexile® band, students can independently comprehend and explain with minimal support: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
C-Below Expectations	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
D-Far Below Expectations	At a Lexile® level band below grade level, students require significant support and intervention and struggles to identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	At a Lexile® band below grade level, students require significant support and intervention and struggles to comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge

Reading Informational Rubric 4-6

	Skill Acquisition	Analysis and Application
A-Exceeds Expectations	At an advanced Lexile® band, students can independently identify and understand: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	At an advanced Lexile® band, students can independently comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
B-Meets Expectations	Within grade level Lexile® band, students can independently identify and understand with minimal support: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	Within grade level Lexile® band, students can independently comprehend and explain with minimal support: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
C-Below Expectations	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
D-Far Below Expectations	At a Lexile® level band significantly below grade level, students require significant support and intervention and struggles to identify and understand: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	At a Lexile® band significantly below grade level, students require significant support and intervention and struggles to comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text

Writing Opinion/Argument Text Type Rubric 4-6

	Skill Acquisition	Analysis and Application
A - Exceeds Expectations	<ul style="list-style-type: none"> Defines point of view and independently identifies and selects an insightful personal opinion or argument to address 	<ul style="list-style-type: none"> The opinion or point of view is skillfully stated using advanced writing skills and vocabulary Ideas and information are skillfully and creatively organized sequentially with an engaging topic sentence, strong supporting details, and an interesting conclusion Linking words and phrases are used creatively to connect multiple opinions and reasons
B - Meets Expectations	<ul style="list-style-type: none"> Defines point of view and selects a personal opinion or argument to address from provided prompts 	<ul style="list-style-type: none"> The opinion or point of view is clearly stated using grade-level writing skills and vocabulary Ideas and information are organized with a clear topic sentence, sequence, supporting details, and conclusion Linking words and phrases are used effectively to connect opinions and reasons
C - Below Expectations	<ul style="list-style-type: none"> Requires guidance and support to define point of view and select a personal opinion or argument 	<ul style="list-style-type: none"> The opinion or argument is not clearly stated Ideas and information are not clearly and sequentially organized, do not fully support the argument, and may be off-topic Few, if any linking words and phrases are used to connect opinions and details
D - Far Below Expectations	<ul style="list-style-type: none"> Is unable to define point of view and select a personal opinion 	<ul style="list-style-type: none"> An opinion or argument is not stated Organization shows no evidence of grade-level writing skills Little or no details and reasons are provided to support opinion

Writing Informative/Explanatory Text Type Rubric 4-6

	Skill Acquisition	Analysis and Application
A-Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates a strong understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is skillfully developed to convey ideas with at advanced grade-level vocabulary, facts, definitions, and details • Related information is extensive and skillfully grouped • Illustrations, charts, or tables are included to aid comprehension • The topic is creatively organized with an engaging topic sentence, multiple details, and an interesting conclusion • Linking words and phrases demonstrate advanced vocabulary to connect ideas
B-Meets Expectations	<ul style="list-style-type: none"> • Demonstrates an understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is developed to convey ideas clearly with grade-level appropriate facts, definitions, and details • Related information is grouped • Illustrations are included to aid comprehension • The topic is organized with a clear topic sentence, supporting details, and conclusion • Grade-level appropriate linking words and phrases are used to connect ideas
C-Below Expectations	<ul style="list-style-type: none"> • Demonstrates little understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is not clearly developed and supported with appropriate facts, definitions, and details • Grouping of related information is unclear and lacks organization • Illustrations may not be included and do not clearly support the topic • The topic is not clearly and sequentially organized, and some details may be off-topic • Few, if any appropriate linking words and phrases are used to connect ideas
D-Far Below Expectations	<ul style="list-style-type: none"> • Demonstrates no understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is undeveloped and difficult to identify • Related information is not grouped together • Illustrations are absent or unclearly related to the topic • There is little evidence of sequential organization and structure or use of grade-level vocabulary

Writing Narrative Text Type Rubric 4-6

	Skill Acquisition	Analysis and Application
A- Exceeds Expectations	<ul style="list-style-type: none"> Independently identifies an experience or situation, real or imagined, to write about Chooses relevant details that correspond to the chosen event If grade-level appropriate, defines narrator and character, and identifies story elements and structure 	<ul style="list-style-type: none"> The narrative clearly and creatively establishes a situation or experience (real or imagined) using advanced vocabulary and written expression The narrative engagingly recounts several events with supporting details Events are clearly related and sequentially organized with creative and unusual transitional words and an interesting sense of closure Expressive language shows emotion, enthusiasm, or individuality If grade-level appropriate, characters are introduced and dialogue is used creatively to describe actions, thoughts, and feelings
B- Meets Expectations	<ul style="list-style-type: none"> Identifies an experience or situation, real or imagined, to write about Chooses relevant details that correspond to the chosen event If grade-appropriate, defines narrator and character, and identify story elements and structure 	<ul style="list-style-type: none"> The narrative establishes a clearly defined situation or experience (real or imagined) The narrative recounts several events with supporting details Events are clearly related and sequentially organized with grade-level appropriate transitional words and a sense of closure Grade-level descriptive language is used to describe objects, thoughts, actions, and feelings If grade-level appropriate, characters are introduced and dialogue is used to reveal actions, thoughts, and feelings
C- Below Expectations	<ul style="list-style-type: none"> Needs guidance to identify an experience or situation, real or imagined, to write about Needs guidance to choose relevant details that correspond to the event If grade-level appropriate, needs guidance to define narrator and character, and identify story elements and structure 	<ul style="list-style-type: none"> The situation or event is established but not clearly defined. Some events are recounted but not clearly sequenced or supported with details The organization, sequences, and closure may be confusing There is minimal use of descriptive language If grade-level appropriate, the narrative attempts to introduce characters and use dialogue to support the plot
D- Far Below Expectations	<ul style="list-style-type: none"> Is unable to identify and experience or situation, real or imagined, to write about Is unable to choose relevant details that correspond to an event If grade-level appropriate, is unable to define narrator or character and to identify story elements and structure 	<ul style="list-style-type: none"> A situation or event is not introduced The narrative lacks related events and is not sequenced in a logical order Closure is not attempted or identifiable There is no use of descriptive language If grade-level appropriate, there is no attempt to introduce characters or use dialogue

Writing Process- 4-6

Skill Acquisition		Skill Application
A- Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates a strong understanding of writer's point of view, and writer's purpose. • Demonstrate a strong understanding of various writing genres (opinion/argument, informative/explanatory, narrative). • Demonstrates a strong understanding of fact and opinion. • Demonstrates a strong understanding of organizational structures in writing. • In 6th grade has a strong ability to recognize credible sources. • Demonstrate a strong understanding of the purpose of a concluding statement or paragraph. 	<ul style="list-style-type: none"> • Skillfully produce written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences. Topic is strongly stated and skillfully conveys ideas beyond grade-level expectations. • The text is skillfully organized (introduction, supporting details and conclusion) and supports the writer's purpose. • Reasons are solidly supported by clearly defined details. In 6th grade provide evidence with credible sources. • Writing is skillfully linked using above grade level words, phrases, and clauses. • Advanced grade-level appropriate vocabulary, grammar, mechanics, spelling and usage are present. • A concluding statement clearly related and thesis restated.
B- Meets Expectations	<ul style="list-style-type: none"> • Demonstrates an understanding of writer's point of view, and writer's purpose. • Demonstrates an understanding of various writing genres (opinion/argument, informative/explanatory, narrative). • Demonstrates an understanding of organizational structures in writing. • In 6th grade recognize credible sources. • Demonstrate an understanding of the purpose of a concluding statement. 	<ul style="list-style-type: none"> • Produces written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences. Topic is clearly stated. • The text is well organized (introduction, supporting details and conclusion) and supports the writer's purpose. • Reasons are supported by facts and details. In 6th grade provide evidence with credible sources. • Writing is linked using grade level appropriate words, phrases, and clauses. • Grade level appropriate vocabulary, grammar, mechanics, spelling and usage are present. • A concluding statement related to and restates the thesis.
C- Below Expectations	<ul style="list-style-type: none"> • Demonstrates little understanding of writer's point of view, and writer's purpose. • Demonstrates little understanding of various writing genres (opinion/argument, informative/explanatory, narrative). • In 6th grade little recognition credible sources. • Demonstrate little understanding of the purpose of a concluding statement. 	<ul style="list-style-type: none"> • Written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences is emerging but inconsistent. Topic is unclearly stated. • The topic does not clearly state an opinion, or argument. • The text is not well organized (introduction, supporting details and conclusion), or is missing a component that supports the writer's purpose. • Reasons are not well supported by facts and details. In 6th grade provide evidence with credible sources. • Writing is not linked, or use few grade-level appropriate words, phrases, and clauses. • Vocabulary, grammar, mechanics, spelling and usage are inconsistent with grade level expectations. • A concluding statement is weakly stated or not present.
D- Far Below Expectations	<ul style="list-style-type: none"> • Demonstrates little to no understanding of writer's point of view, and writer's purpose. • Demonstrates little to no understanding of various writing genres (opinion/argument, informative/explanatory, narrative). • Demonstrates little to no understanding of organizational structures in writing. • In 6th grade cannot recognize credible sources. • Demonstrate no understanding of the purpose of a concluding statement. 	<ul style="list-style-type: none"> • Written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences is inconsistent or not present. Topic is unclearly or not stated. • The text is disorganized (introduction, supporting details and conclusion), or is missing components that support the writer's purpose. Topic is undeveloped or difficult to identify. • Reasons are loosely, or unsupported, by facts and details. In 6th grade provide evidence with credible sources. • Writing is not well linked and does not use grade level appropriate words, phrases, and clauses. • Grade level appropriate vocabulary, grammar, mechanics, spelling and usage is not present. • A concluding statement not present or unrelated to the thesis.

Written Conventions 4-6

	Skill Acquisition	Analysis and Application
A- Exceeds Expectations	<ul style="list-style-type: none"> Consistently uses advanced punctuation and grammar Spells correctly using advanced vocabulary. Writing/final product is always neat and legible. 	Student is able to independently, consistently, and accurately edit and revise written work to improve writing
B- Meets Expectations	<ul style="list-style-type: none"> Minimal errors in grade-level punctuation, grammar, and spelling. Effective choice of vocabulary Writing is legible 	Edits and revises written work to meet grade-level expectations
C- Approaches Expectations	<ul style="list-style-type: none"> Inconsistent use of correct punctuation and grammar Spelling errors sometimes interfere with understanding Writing is often illegible 	Edits and revises written work inconsistently and needs support
D- Below Expectations	<ul style="list-style-type: none"> Consistent use of incorrect punctuation and grammar Spelling errors interfere with understanding. Written work is illegible and interferes with understanding 	Final product has frequent unedited errors

Oral Language Speaking/Listening- 4-6

	Skill Acquisition	Analysis and Application
A - Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates strong command of grade level appropriate oral language skills. 	<ul style="list-style-type: none"> • Uses advanced grade level speech and vocabulary in formal and informal conversation/presentations.
B- Meets Expectations	<ul style="list-style-type: none"> • Acquire grade appropriate conversational, general academic, and domain specific words and phrases, including words that signal spatial and temporal relationships. • Identify grade level appropriate information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Recognize that the use of digital media and visual displays of data are used to express information and enhance understanding of presentations. 	<ul style="list-style-type: none"> • Use grade appropriate conversational words, general academic words, domain specific words, and words that signal spatial and temporal relationships. • Read, record and/or create at the grade appropriate level, recordings (NA for K-1) that demonstrate fluent reading. Recognize “engaging” audio recordings. • Create visual displays • Orally perform a clear presentation based on grade level specific criteria. • Use and recognize formal and informal speech appropriately with corresponding volume. • Listen actively to discussions and presentations.
C- Below Expectations	<ul style="list-style-type: none"> • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English, based on appropriate grade level standard. • Identify main idea, a topic, facts, and descriptive details of oral/media presentations. 	<ul style="list-style-type: none"> • Acquisition of oral language is below the grade level standards. • At times, needs support in order to present and communicate effectively.
D- Far Below Expectations	<ul style="list-style-type: none"> • Acquisition of oral language is far below the grade level standards. 	<ul style="list-style-type: none"> • Support and intervention is necessary in order to present and communicate effectively.

Math Operations and Algebraic Thinking- 4-5

Skill Acquisition		Analysis and Application
A - Exceeds Expectations	Students demonstrate advanced understanding in math fluency	Students can compute/solve problems at advanced grade-level expectations
B - Meets Expectations	Students demonstrate an understanding of their grade level math fluency standards: <ul style="list-style-type: none"> • Represent/solve problems • Understand operational properties 	Students can: <ul style="list-style-type: none"> • Successfully compute/explain grade level operations. • Solve grade level word problems using pictures, objects and/or numbers with known/unknown numbers
C - Below Expectations	Demonstrates some understanding of grade-level expectations	Students are approaching grade-level expectations in math fluency with support
D - Far Below Expectations	Demonstrates little or no understanding of grade level expectations	Students demonstrate limited skills in grade-level expectations for math fluency, requiring significant support and intervention

Math Fluency Standards

- K-Add/subtract within 5
- 1-Add/subtract within 10
- 2-Add/subtract within 20
- 3-Multiply/divide within 100
- 4-Add/subtract within 1,000,000
- 5-Multi-digit multiplication

Math Number and Operations in Base Ten- 4-5

	Skill Acquisition	Analysis and Application
A- Exceeds Expectations	Students demonstrate strong understanding of place value at advanced grade-level expectations	Students can perform operations using place value at advanced grade-level expectations
B- Meets Expectations	Students demonstrate an understanding of their grade level standards in place value & operations in base ten	Students can perform operations of whole numbers using strategies based on place value and properties of operations. Students can use grade level specific math tools (ie; number lines, hundred charts, multiplication charts) to support their grade-level specific work.
C- Below Expectations	Demonstrates some understanding of grade-level expectations	Students are approaching grade-level expectations with support
D- Far Below Expectations	Demonstrates little or no understanding of grade-level expectations	Students demonstrate limited skills in grade-level expectations requiring significant support and intervention

Number and Operations-Fractions -Grade 4-5

	Skill Acquisition	Analysis and Application
A- Exceeds Expectations	Students demonstrate strong understanding of math standards.	Students can understand and compare fractions at advanced grade level expectations.
B- Meets Expectations	Students demonstrate an understanding of their grade level math standards: <ul style="list-style-type: none"> • understand equivalent fractions • understand like denominators • understand fractional comparisons (4th & 5th) • understand decimal notations for fractions (4th & 5th) 	Students can: <ul style="list-style-type: none"> • work with equivalent fractions to represent numbers • solve addition, subtraction & multiplication problems using equivalent fractions (4th & 5th) • solve division problems using equivalent fractions (5th) • represent fractions on a number line with equal parts. (3rd) • compare fractions using comparison symbols • solve word problems using equations and visual fraction models • use decimal notation for fractions (4th & 5th)
C- Below Expectations	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
D- Far Below Expectations	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.

Measurement and Data 4-5

	Skill Acquisition	Analysis and Application
A - Exceeds Expectations	Students demonstrate strong understanding of measurement and data grade level expectations.	Students can perform at advanced grade level expectations.
B - Meets Expectations	Students demonstrate an understanding of their grade level standards in: <ul style="list-style-type: none"> • measurement (K – 5th) • geometric measurement: area, perimeter(4th – 5th), volume (5th) • time (1st – 3rd) • represent data/numbers on a number line (2nd – 5th) • geometric angles (4th) • money (2nd) • graphing (2nd – 3rd) 	Students can: <ul style="list-style-type: none"> • measure and estimate intervals of time (1st – 3rd) • measure, compare, and estimate lengths • use addition/subtraction and solve word problems involving measurement • make measurement conversions (4th & 5th) • calculate area and perimeter using multiplication and addition (3rd – 5th) • create and interpret data or numbers on a number line • define, recognize, identify and measure angles (4th) • solve word problems involving money (2nd) • draw picture graphs and bar graphs to represent data sets
C - Below Expectations	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
D - Far Below Expectations	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.

Geometry 4-5

	Skill Acquisition	Analysis and Application
A-Exceeds Expectations	Students demonstrate strong understanding of geometry grade level expectations.	Students can perform beyond grade level expectations.
B-Meets Expectations	Students demonstrate an understanding of their grade level standards in: *equi-partitioning of wholes (2 nd & 3 rd) *identifying shapes with specific attributes *angles & symmetrical figures (4 th) *integers on number lines (5 th)	Students can: *partition shapes *name shapes with identifying attributes *analyze and draw two-dimensional figures to identify points, lines, line segments, rays, angles , perpendicular and parallel lines. (4 th) *recognize lines of symmetry *use the coordinate system (graphing points) and interpret coordinate values of points in real world context and mathematical problems. (5 th)
C-Below Expectations	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
D-Far Below Expectations	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.