

Report Card Standard	Meets Standard for December	Meets Standard for March	Meets Standard for June	Documentation/Assessment
<b>SPEAKING AND LISTENING</b>				
<p>Engages effectively in collaborative discussions on Grade 4 topics and texts, building on others' ideas and expressing their own clearly</p>	<p>Engages effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led), building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> <li>• Comes to discussion prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion</li> <li>• Follows agreed upon rules for discussion</li> </ul> <p><i>With some support:</i></p> <ul style="list-style-type: none"> <li>• Poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and links to the remarks of others</li> <li>• Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion</li> </ul>	<p>Engages effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led), building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> <li>• Comes to discussion prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion</li> <li>• Follows agreed upon rules for discussion</li> </ul> <p><i>With minimal support:</i></p> <ul style="list-style-type: none"> <li>• Poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and links to the remarks of others</li> <li>• Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion</li> </ul>	<p><i>Independently and consistently</i> engages effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led), building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> <li>• Comes to discussion prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion</li> <li>• Follows agreed upon rules for discussion</li> <li>• Poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and links to the remarks of others</li> <li>• Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Large group, small group, and partner discussions across all content areas</li> <li>• Teacher's anecdotal notes/checklists/rubrics</li> </ul>
<p>Reports on a topic or text in an organized way with appropriate facts and relevant, descriptive details</p>	<p><i>With some teacher support,</i> reports on a topic or text, tells a story, or recounts an experience in an organized manner, using appropriate facts and relevant,</p>	<p><i>With minimal support,</i> reports on a topic or text, tells a story, or recounts an experience in an organized manner, using appropriate facts and relevant,</p>	<p><i>Independently,</i> reports on a topic or text, tells a story, or recounts an experience in an organized manner, using appropriate facts and relevant,</p>	<ul style="list-style-type: none"> <li>• Text discussions and presentations</li> <li>• Content area reports, presentations, and discussions</li> </ul>

Grade Four

ELA Benchmarks

	descriptive details to support main ideas or themes	descriptive details to support main ideas or themes	descriptive details to support main ideas or themes	<ul style="list-style-type: none"> <li>Teacher’s anecdotal notes/checklists/rubrics (such as ACOVA and PVLEGS)</li> </ul>
Speaks clearly with adequate volume	<i>Independently, and without teacher cues</i> , speaks clearly with adequate volume	<i>Independently, and without teacher cues</i> , speaks clearly with adequate volume	<i>Independently, and without teacher cues</i> , speaks clearly with adequate volume	<ul style="list-style-type: none"> <li>Teacher’s anecdotal notes/checklists/rubrics (such as PVLEGS) from large and small group discussions across all content areas</li> </ul>

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<b>READING</b>				
Orally reads grade-appropriate text fluently, self-correcting for accuracy and meaning	<ul style="list-style-type: none"> <li>Orally reads grade-appropriate texts (Level Q or R) with fluency, consistently monitoring for accuracy and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Orally reads grade-appropriate texts (Level R or S) with fluency, consistently monitoring for accuracy and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Orally reads grade-appropriate texts (Level S or T) with fluency, consistently monitoring for accuracy and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing running records</li> <li>Teacher's anecdotal notes/checklists/rubrics from regular opportunities to discuss grade-level texts (individual, partner, small groups) across all content areas</li> <li><i>Benchmark Assessment System (BAS)</i></li> </ul>
Summarizes a text and describes characters, settings and events  <i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year).</i>	<i>With some teacher support,</i> summarizes a text by including many of the key details about characters, setting and events in chronological order	<i>With minimal support,</i> summarizes a text by including key details about characters, setting and events in chronological order	<i>Independently</i> summarizes a text by including key details about characters, setting and events in chronological order	<ul style="list-style-type: none"> <li>Teacher's anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas</li> <li>Reading response journals</li> <li>Pre- and post-unit reading assessments</li> <li><i>Benchmark Assessment System (BAS)</i></li> </ul>
Determines a theme of a story  <i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year).</i>	<i>With some support:</i> <ul style="list-style-type: none"> <li>Determines a theme and names it as a statement (<i>i.e. It is important to hold onto your dreams, no matter what obstacles are in your way</i>)</li> <li>Supports theme with explicit and implicit evidence from across the text</li> </ul>	<i>With minimal support:</i> <ul style="list-style-type: none"> <li>Determines a theme and names it as a statement (<i>i.e. It is important to hold onto your dreams, no matter what obstacles are in your way</i>)</li> <li>Supports theme with explicit and implicit evidence from across the text</li> </ul>	<ul style="list-style-type: none"> <li><i>Independently</i> determines a theme and names it as a statement (<i>i.e. It is important to hold onto your dreams, no matter what obstacles are in your way</i>)</li> <li>Supports theme with explicit and implicit evidence from across the text</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas</li> <li>Reading response journals/Post-it notes</li> <li>Pre- and post-unit reading assessments</li> <li><i>Benchmark Assessment System (BAS)</i></li> </ul>

## Grade Four

## ELA Benchmarks

<p>Explains how the key details support the main idea of an informational text</p> <p><i>* For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year) and concepts and units taught in social studies and science.</i></p>	<p><i>With some teacher support:</i></p> <ul style="list-style-type: none"> <li>• Determines the main idea of an informational text</li> <li>• Explains how key details support the main idea</li> <li>• Includes explicit and implicit connections between the details and a main idea</li> </ul>	<p><i>With minimal support:</i></p> <ul style="list-style-type: none"> <li>• Determines the main idea of an informational text</li> <li>• Explains how key details support the main idea</li> <li>• Includes explicit and implicit connections between the details and a main idea</li> </ul>	<p><i>Independently:</i></p> <ul style="list-style-type: none"> <li>• Determines the main idea of an informational text</li> <li>• Explains how key details support the main idea</li> <li>• Includes explicit and implicit connections between the details and a main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas</li> <li>• Reading response journals</li> <li>• Pre- and post-unit reading assessments</li> <li>• <i>Benchmark Assessment System (BAS)</i></li> </ul>
<p>Refers to specific details and examples from the text when asking and answering questions to demonstrate understanding</p> <p><i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year).</i></p>	<p>Refers to details and examples in a text when explaining what the text says explicitly</p> <ul style="list-style-type: none"> <li>• <i>With some support</i>, refers to details and examples in a text when drawing inferences from the text</li> </ul>	<p>Refers to details and examples in a text when explaining what the text says explicitly</p> <ul style="list-style-type: none"> <li>• <i>With minimal support</i>, refers to details and examples in a text when drawing inferences from the text</li> </ul>	<p><i>Independently</i> refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas</li> <li>• Reading response journals</li> <li>• Pre- and post-unit reading assessments</li> <li>• <i>Benchmark Assessment System (BAS)</i></li> </ul>
<p>Compares and contrasts texts with similar themes and topics</p> <p><i>* For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity</i></p>	<ul style="list-style-type: none"> <li>• <i>With some support</i>, compares and contrasts 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</li> </ul>	<ul style="list-style-type: none"> <li>• <i>With minimal support</i>, compares and contrasts 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</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Independently</i> compares and contrasts 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</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas</li> <li>• Reading response journals</li> <li>• Pre- and post-unit reading assessments</li> </ul>

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<p><i>should increase throughout the year).</i></p>	<ul style="list-style-type: none"><li>• Compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in focus and the information provided</li></ul>	<ul style="list-style-type: none"><li>• Compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in focus and the information provided</li></ul>	<ul style="list-style-type: none"><li>• Compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in focus and the information provided</li></ul>	<ul style="list-style-type: none"><li>• <i>Benchmark Assessment System (BAS)</i></li></ul>
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<b>WRITING</b> <i>*For each reporting period, base your assessment on the genres and units taught</i>				
Develops ideas with focus and details based on text type/purpose	<i>Consistently and independently:</i> <ul style="list-style-type: none"> <li>• Produces writing that reflects an awareness of audience and purpose and applies the characteristics and features of different genres accordingly</li> <li>• Writes texts appropriate to the genre that include a central focus and specific supporting details</li> </ul>	<i>Consistently and independently:</i> <ul style="list-style-type: none"> <li>• Produces writing that reflects an awareness of audience and purpose and applies the characteristics and features of different genres accordingly</li> <li>• Writes texts appropriate to the genre that include a central focus and specific supporting details</li> </ul>	<i>Consistently and independently:</i> <ul style="list-style-type: none"> <li>• Produces writing that reflects an awareness of audience and purpose and applies the characteristics and features of different genres accordingly</li> <li>• Writes texts appropriate to the genre that include a central focus and specific supporting details</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing samples (Writing Workshop folders; interdisciplinary writing)</li> <li>• Teacher’s anecdotal notes/checklists</li> <li>• Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i></li> </ul>
Organizes ideas logically	Organizes and sequences ideas as appropriate to the genre ( <i>See June</i> )	Organizes and sequences ideas appropriate to the genre ( <i>See June</i> )	<i>Consistently and logically</i> organizes and sequences ideas appropriate to the genre (e.g. story structure for narratives; main ideas and supporting details for opinion and informational texts; rhythmic phrases for poetry)	<ul style="list-style-type: none"> <li>• Student writing samples (Writing Workshop folders; interdisciplinary writing)</li> <li>• Teacher’s anecdotal notes/checklists</li> <li>• Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i></li> </ul>
Strengthens writing as needed by planning and revising	<i>With guidance and support from adults and peers</i> , develops and strengthens writing as needed by planning and revising as appropriate to the genre <ul style="list-style-type: none"> <li>• Applies revision strategies that have been taught to increase clarity expressiveness and/or structure</li> </ul>	<i>With guidance and support from adults and peers</i> , develops and strengthens writing as needed by planning and revising as appropriate to the genre <ul style="list-style-type: none"> <li>• Applies revision strategies that have been taught to increase clarity, expressiveness or structure</li> </ul>	<i>With guidance and support from adults and peers</i> , develops and strengthens writing as needed by planning and revising as appropriate to the genre <ul style="list-style-type: none"> <li>• Applies revision strategies that have been taught to increase clarity, expressiveness or structure</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing samples (Writing Workshop folders; interdisciplinary writing)</li> <li>• Teacher’s anecdotal notes/checklists</li> <li>• Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i></li> </ul>

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ELA Benchmarks

<p>Conducts short research projects on different aspects of a topic, organizes ideas, and lists multiple sources</p>	<p><i>With some teacher support</i> builds skills to achieve end-of-year research standards (<i>See June</i>)</p>	<p><i>With minimal teacher support</i> builds skills to achieve end-of-year research standards (<i>See June</i>)</p>	<ul style="list-style-type: none"> <li>• Conducts short research projects that build knowledge through investigation of different aspects of a topic (responds to different topics)</li> <li>• Formulates grade-appropriate research questions on a given topic or within a specific area of study</li> <li>• Gathers relevant information from print and digital sources</li> <li>• Takes notes and categorizes information</li> <li>• Provides a list of sources (includes information requested on given template)</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom research projects across content areas (refer to format for citing sources on the Literacy Coach website)</li> <li>• "On-the-go" in-class research, such as answering questions generated through reading (e.g. an author's biography, background on a setting or time period); gathering information to support a particular point of view in an argument or debate; synthesizing information gained across multiple texts or resources on a topic being studied; clarifying, verifying or comparing facts on a topic</li> </ul>
<p>Writes legibly by hand</p>	<ul style="list-style-type: none"> <li>• Consistently writes legibly by hand in print and cursive</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently writes legibly by hand in print and cursive</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently writes legibly by hand in print and cursive</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing samples (Writing Workshop folders; interdisciplinary writing)</li> <li>• Teacher's anecdotal notes/checklists</li> </ul>

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<b>LANGUAGE</b>				
Uses a range of strategies to determine the meaning of unknown words	<ul style="list-style-type: none"> <li>Determines or clarifies the meaning of unknown words and multiple-meaning words and phrases based on grade-four reading and content, <u>using strategies that have been taught</u> (<i>See June</i>)</li> <li>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings, using strategies that have been taught (<i>See June</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Determines or clarifies the meaning of unknown words and multiple-meaning words and phrases based on grade-four reading and content, <u>using a variety strategies that have been taught</u> (<i>See June</i>)</li> <li>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings, using strategies that have been taught (<i>See June</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Determines or clarifies the meaning of unknown words and multiple-meaning words and phrases based on grade-four reading and content, <u>flexibly using multiple strategies</u> (e.g. uses context as a clue to the meaning of a word or phrase; uses common grade-appropriate Greek and Latin affixes and roots; consults reference materials)</li> <li>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings (e.g., explains simple similes and metaphors; recognizes and explains common idioms, adages, and proverbs; relates words to their antonyms and synonyms) <i>See MA ELA Curriculum Framework for specific details</i></li> </ul>	Large group, small group, and individual (student/teacher): <ul style="list-style-type: none"> <li>Literature-based discussions</li> <li>Content-based discussions</li> <li>Word study/vocabulary activities</li> </ul>
Demonstrates command of the conventions of capitalization, punctuation, and spelling	<i>In addition to applying those conventions taught in the previous grades:</i> <ul style="list-style-type: none"> <li>In everyday writing, accurately uses and edits own writing for spelling and the correct use of conventions <i>taught</i></li> <li><i>See MA ELA Curriculum Framework for specific details</i></li> </ul>	<i>In addition to applying those conventions taught in the previous grades:</i> <ul style="list-style-type: none"> <li>In everyday writing, accurately uses and edits own writing for spelling and the correct use of conventions <i>taught</i></li> <li><i>See MA ELA Curriculum Framework for specific details</i></li> </ul>	<i>In addition to applying those conventions taught in the previous grades:</i> <ul style="list-style-type: none"> <li>In everyday writing, accurately uses and edits own writing for spelling and the correct use of conventions <i>taught</i></li> <li><i>See MA ELA Curriculum Framework for specific details</i></li> </ul>	<ul style="list-style-type: none"> <li>Student writing samples with rubrics</li> <li>Everyday written work (Writing Workshop; interdisciplinary writing)</li> </ul>

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<p>Uses standard English grammar when writing or speaking</p>	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> <li>• Uses conventions of standard English grammar and usage <i>taught</i> in everyday writing and speaking, as well as published written pieces</li> <li>• <i>See <u>MA ELA Curriculum Framework</u> for specific details</i></li> </ul>	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> <li>• Uses conventions of standard English grammar and usage <i>taught</i> in everyday writing and speaking, as well as published written pieces</li> <li>• <i>See <u>MA ELA Curriculum Framework</u> for specific details</i></li> </ul>	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> <li>• Consistently uses conventions of standard English grammar and usage <i>taught</i> in everyday writing and speaking, as well as published written pieces</li> <li>• <i>See <u>MA ELA Curriculum Framework</u> for specific details</i></li> </ul>	<ul style="list-style-type: none"> <li>• Student writing samples with rubrics</li> <li>• Everyday written work and discussions across all content areas</li> <li>• Oral presentations</li> </ul>
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