

GRADE 4

QUARTER 1 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.4.1 Explain text using explicit and inferential details.	<ul style="list-style-type: none"> • Details loosely connected. • Include key and minor details interchangeably. • No evidence provided 	<ul style="list-style-type: none"> • Identify some main events, but the student’s connections are loose or illogical. • Weak evidence provided 	<ul style="list-style-type: none"> • Describe character, setting, and/or events using 1-2 specific details from the text • Form inferences about the characters. Support the inference with 2 specific examples from the text. • Form inferences about the author’s purpose. Support the inference with 1 to 2 specific examples from the text. 	Independently analyzes and interprets texts at level T and above.
R.4.2 Summarize texts.	<ul style="list-style-type: none"> • Paragraph is incomplete; not all important details are included and/or the student needed a significant amount of support to complete the task. (F and NF) • Interpretation is inaccurate; weak or no evidence for interpretation is provided 	<ul style="list-style-type: none"> • Paragraph includes superficial information on the characters (e.g. physical appearance only) and/or cites unimportant details. (F) • Paragraph does not correctly identify a main idea and/or supporting details. Student needed some support to complete the task. (NF) • Interpretation is not precise; weak evidence for interpretation is provided 	<ul style="list-style-type: none"> • Write a multiple-sentence paragraph summarizing the important parts* of the story. Characters, traits, & important events. (F) • Write a multiple-sentence paragraph summarizing the main idea and 2-3 key details that support it. (NF) • Analyze the character’s responses to challenges, conflicts, events, and other characters to determine the overall theme of the text. 	Independently uses key ideas to provide a summary of the text (Level T and above). The summary is distinct from personal opinions or judgments.
RL.4.3 Describe story elements in detail and how they impact story.	Explain how characters are alike or different, rather than identify traits and/or needs. Significant teacher support is needed to complete the task.	Identify weak or inaccurate evidence to support theory of character’s trait(s) and/or needs teacher support to complete the task.	Develop a theory about a character and support the theory using specific evidence from the text that shows feelings, motivations and reactions to events.	Explain character changes or responses to events in Level T texts and above.
R.4.4 Determine meaning of words and phrases including idioms.	Has no strategies for determining the meaning of words in a text.	Has some strategies for determining the meaning of words in text.	Develop strategies to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues.	Independently analyzes and interprets texts at level T and above.

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QUARTER 2 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.4.1 Explain text using explicit and inferential details.	<ul style="list-style-type: none"> Infer based on what is explicitly stated. Support inference with 1 specific example from the text. 	<ul style="list-style-type: none"> Infer based on what is explicitly stated. Support inference with 2 specific examples from the text. State what the author is trying to convey (e.g. Beavers are great carpenters or Stephan is a very complex fourth grader). 	<ul style="list-style-type: none"> Use what the text says explicitly to form inferences about story elements or topic. Support inference with at least 2 examples from the text. Identify main idea of text using 2-3 key details. 	Independently infer and come to original conclusions in texts at level U and above.
R.4.2b Use events to determine theme/main idea.	Locate character actions that occur in the text and use it to construct a theme.	<ul style="list-style-type: none"> Connect background knowledge to the text to make an inference in order to determine a theme. Identify the major events, character changes, plot developments, and/or other literary elements that contribute to the lesson or theme of the story. 	<ul style="list-style-type: none"> Identify at least 1 theme and support thinking with specific character actions lifted from the text. Recognize the literary devices an author uses to develop a character or theme in a text (e.g., allusion, foreshadow, simile, etc.). Explain what information or clues about the character or theme are derived from the literary devices used. 	Independently identifies the theme(s) of text(s) (Level U and above).
R.4.2 Summarize texts.	Construct a summary by identifying the key idea and 2-3 details that support the key ideas. Details are told in a clear and organized way	Construct a summary by identifying the key idea and 2-3 key details to support key idea. Key details are told in the same text structure as the author wrote	<ul style="list-style-type: none"> State a synopsis after reading a text that shows knowledge of the important aspects of the story using precise language (i.e. character names—specific traits & the major events.) Synopsis is typically at least 5 sentences and includes 2-3 key details from the text. State 1 main idea and 2-3 important details to support the main idea. 	Independently uses key ideas to provide a summary of the text (Level U and above). Summarize the story concisely, including the theme or lesson of the story.

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RL.4.3 Describe story elements in detail and how they impact story.	Locate character actions that occur in the text and use it to construct a theme.	<ul style="list-style-type: none"> Connect background knowledge to the text to make an inference in order to determine a theme. Identify the major events, character changes, plot developments, and/or other literary elements that contribute to the lesson or theme of the story. 	<ul style="list-style-type: none"> Identify at least 1 theme and support thinking with specific character actions lifted from the text. Recognize the literary devices an author uses to develop a character or theme in a text (e.g., allusion, foreshadow, simile, etc.). Explain what information or clues about the character or theme are derived from the literary devices used. 	Independently identifies the theme(s) of text(s) (Level U and above).
R.4.4 Determine meaning of words and phrases including idioms.	Has no strategies for determining the meaning of words in a text.	Has some strategies for determining the meaning of words in text.	<ul style="list-style-type: none"> Apply strategies consistently to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues. Identify figurative language (e.g. simile, metaphor, idioms) in the text. 	Reads texts at Level U with at an independent level.
R.4.6 Compare and contrast points of view across texts.	<ul style="list-style-type: none"> Identify the point of view the story is told from. Identify whether information is a firsthand or secondhand account. 	<ul style="list-style-type: none"> Explain that secondary character's help build background knowledge of main characters by contributing to character's thoughts, actions and feelings. Connect characters thoughts, feelings and actions to the relationship with a minor or absent character. Identify what point of view the story is told from. Identify whether information is a firsthand or secondhand. 	<ul style="list-style-type: none"> Connect character's thoughts, feelings and actions to the relationship with a minor or absent character. Identify what point of view the story is told from. Compare and contrast the characteristics of stories told in first and third person; understands that the narrator may or may not have access to the thoughts, feelings and actions of other characters. 	Compare and contrast the points of view of impact on the text's meaning. Multiple texts at Level U and above are compared.

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QUARTER 3 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.4.1 Explain text using explicit and inferential details.	<ul style="list-style-type: none"> Support inferences with 1 specific example from the text. State what the author is trying to convey (e.g. Beavers are great carpenters) and supports answer through 1-2 pieces of evidence from the text 	<ul style="list-style-type: none"> Prove inference, identifying the motivation of the major characters, by citing at least 2 pieces of evidence that supports thinking. Infer the meaning or importance of what the author says using multiple details to develop a logical conclusion; inference should come from within the text itself (e.g. These two details tell me the author believes...). 	<ul style="list-style-type: none"> Identify the main idea of text using at least 2 explicit and 2 implicit details. Explain how the details support the main idea. Draw conclusions about characters, events or topics. Support your thinking with 4-5 pieces of textual evidence.(e.g. These two details tell me the author believes... or These details tell me the character will/believes...). 	Independently infer and come to original conclusions in texts at level V and above.
R.4.2b Use events to determine theme/main idea.	<ul style="list-style-type: none"> Identify, orally, the characters' actions that contribute to the story's theme. Use logical connections from background knowledge to determine the theme <i>with help from the teacher</i>. 	<ul style="list-style-type: none"> Locate character actions and/or repetition that occurs in the text and uses it to construct a theme. Connect background knowledge to the text to make an inference in order to determine a theme. 	<ul style="list-style-type: none"> Identify the themes(s) by considering character experiences, literary devices, repetitive words, schema, knowledge about characters, and cause/effect relationship of characters and events. Describe the theme in writing using a combination of 3-5 pieces of evidence. 	Independently identifies the theme(s) of text(s) (Level V and above).
RL.4.3 Describe story elements in detail and how they impact story.	<ul style="list-style-type: none"> Use your background knowledge to form a theory about a character's traits. Identify main and secondary characters. 	<ul style="list-style-type: none"> Theorize what matters to the main character. Support thinking with 2-3 pieces of textual evidence. Identify main and secondary characters. Describe the interactions with explicit information from the text and form an opinion about their relationship. 	<ul style="list-style-type: none"> Theorize what matters to a character by analyzing influential events, decisions and character traits. Use 3 or more pieces of evidence to support his/her written analysis. Draw conclusions about how secondary characters feel about the main character using evidence from dialogue and actions in the text. 	Describe the main character(s) in level V text and above using multiple traits and explicit evidence from the text.

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R.4.4 Determine meaning of words and phrases including idioms.	Has some strategies for determining the meaning of words in text.	Develop strategies to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues.	<ul style="list-style-type: none"> Apply strategies consistently to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues. Read text that includes figurative language with understanding. 	Reads texts at level V at an independent level.
R.4.5 Describe the overall structure of a text.	<ul style="list-style-type: none"> With significant support can explain the major differences between poems, drama, and prose (sequential story) (F) With significant support can identify how a text is organized (descriptive, chronological/ sequential, cause effect, problem/solution). (NF) 	<ul style="list-style-type: none"> Use explicit terms: verse, rhythm, meter, stage directions to differentiate poems and drama. (F) With support can identify the characteristics of each text structure and explain how the organization helps a reader better understand the information. (NF) 	<ul style="list-style-type: none"> Explain the action within a scene/chapter and name the important events that occur within the scene, leaving out less important details. (F) Identify the organizational structure of the nonfiction text. E.g. sequential, compare/contrast, problem/solution. Use the structure of the text to identify main ideas and several key details. (NF) 	Reads texts at level V at an independent level.
R.4.6 Compare and contrast points of view across texts.	Identify if the story is told in first or second person.	<ul style="list-style-type: none"> Identify what point of view the story is told from Compare and contrast terminology used to identify whether text was written in first or third person 	<ul style="list-style-type: none"> Explain how the author’s point of view may influence the written piece to show one side of a topic. Draw conclusions about the author’s purpose based on the bias of a written piece. Compare and contrast a firsthand account and a secondhand account on the same topic. 	Compare and contrast the points of view of impact on the text’s meaning. Multiple texts at Level V and above are compared.

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R.4.7 Explain how information from different formats builds understanding.	<ul style="list-style-type: none">• Need significant teacher support to make infer the author's reasons for using particular text features.• Unable to use text features to identify key details or needs significant teacher support to identify key details.	<ul style="list-style-type: none">• Infer the author's purpose and support with unconnected or loose evidence.• Identify 1 key detail that supports the main idea.	<ul style="list-style-type: none">• State purpose for the text features. Infer why the author chose particular features to communication particular key details.• Use key features to identify 2-3 key details that support the main idea.	Organize information from multiple texts in varying formats. Texts are complex, written at levels T and above.

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Standard	1	2	3	4
R.4.2b Use events to determine theme/main idea.	<ul style="list-style-type: none"> Identify, orally, the characters' actions that contribute to the story's theme. Use logical connections from background knowledge to determine the theme with help from the teacher. 	<ul style="list-style-type: none"> Locate character actions and/or repetition that occurs in the text and uses it to construct a theme. Connect background knowledge to the text to make an inference in order to determine a theme. 	<ul style="list-style-type: none"> Identify the themes(s) by considering character experiences, literary devices, repetitive words, schema, knowledge about characters, and cause/effect relationship of characters and events. Describe the theme in writing using a combination of 3-5 pieces of evidence. 	Independently identifies the theme(s) of text(s) (Level V and above).
R.4.4 Determine meaning of words and phrases including idioms.	Develop strategies to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues.	<ul style="list-style-type: none"> Apply strategies consistently to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues. Identify figurative language (e.g. simile, metaphor, idioms) in the text. 	<ul style="list-style-type: none"> Clarify unfamiliar words and phrases. Distinguish differences in meaning in literal and figurative language and explain what the word/phrase means. Explain why an author chose a particular word/phrase and how it affects meaning. Distinguish the correct meaning of a multiple meaning word to gain understanding. 	Reads texts at Level V at independent level.
R.4.5 Describe the overall structure of a text.	<ul style="list-style-type: none"> Explain the major differences between poems, drama, and prose (sequential story) (F) Identify how a text is organized (descriptive, chronological/ sequential, cause effect, problem/solution). (NF) 	<ul style="list-style-type: none"> Use explicit terms: verse, rhythm, meter, stage directions to differentiate poems and drama. (F) Identify the characteristics of each text structure and explain how the organization helps a reader better understand the information. (NF) 	<ul style="list-style-type: none"> Explain the action within a scene/chapter and name the important events that occur within the scene, leaving out less important details. (F) Identify the organizational structure of the nonfiction text. E.g. sequential, compare/contrast, problem/solution. Use the structure of the text to identify main ideas and several key details. (NF) 	Reads texts at Level V at independent level.

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RI.4.8 Explain how the author uses reasons/text features to support points.	<ul style="list-style-type: none"> • Unable to research and/or support the credentials of the author. • Unable to identify a craft move used in a nonfiction text. 	Identify at least 1 craft move (structure, word choice, etc.) used by the author to inform the reader.	<ul style="list-style-type: none"> • Draw conclusions about the author’s purpose and credentials. Support your thinking with one fact learned through research of the author. • Identify at least 2 craft moves (structure, word choice, etc.) used by the author to inform the reader. 	Read and analyze nonfiction text at level U-V independently.
R.4.9 Integrate information from two texts.	<ul style="list-style-type: none"> • Unable to explain how the author develops the theme. • Unable to identify the information different authors provide about the same topic. 	<ul style="list-style-type: none"> • Identify some similarities and/or differences in how authors convey the same theme in different text. • Notice how different authors provide information on the topic. Needs support to extract and integrate the information. 	<ul style="list-style-type: none"> • Identify multiple similarities and differences between how the theme is conveyed in two or more texts of different genres or cultures (e.g., stories, myths, traditional literature). (F) • Integrate information from two texts on same topic to write or speak. (NF) 	Read and analyze nonfiction text at level U-V independently.