**Woodland Park Fourth Grade Language Arts**

**Reading- Literature/Information/Foundational Skills**

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| Report Card Indicator: | | Reads grade level text\* | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **1** | Student has achieved reading success at Level M or below. | | Student has achieved reading success at Level N or O . | Student has achieved reading success at Level P or Q. | Student has achieved reading success at Level R or above. |
| **2** | Student has achieved reading success at Level O or below. | | Student has achieved reading success at Level P. | Student has achieved reading success at a Level Q or R. | Student has achieved reading success at a Level S or above. |
| **3** | Student has achieved reading success at Level P or below. | | Student has achieved reading success at a Level Q. | Student has achieved reading success at a Level R or S. | Student has achieved reading success at Level T or above. |

* *Reading level as indicated on the Fountas and Pinnell Benchmark Assessment System*

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| Report Card Indicator: | | Determines the main/central idea or themes of a text. | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Student is unable to identify the main idea or theme of a text.  Student is unable or rarely able to retell major details form a non-fiction text. | | Student requires prompting and support to identify the main idea or theme of a text.  With teacher prompting and support is able to retell major details from a non-fiction text. | Student independently and consistently identifies the main idea or theme of a text.  Independently and consistently retells, provides key details and/or provides supporting details from a non-fiction text. | Student independently and consistently identifies the main idea or theme of a text with supporting details/key text evidence in above grade level texts.  Independently and consistently retells, provides key details and/or provides supporting details from a non-fiction text in above grade level text. |

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| Report Card Indicator: | | Draws inferences using text evidence | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Student rarely is able to draw inferences using textual evidence. | | With teacher support and/or prompting, student can draw inferences using textual evidence. | Student can independently and consistently draws inferences using textual evidence. | In above grade level texts, student can independently and consistently draws inferences using textual evidence. |

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| Report Card Indicator: | | Describes a character, setting or events using text evidence | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **1** | Student requires prompting and support to identify and describe key story elements including character and setting. | | Student requires prompting and support to identify and describe key story elements including character, setting, and plot. | Student can identify and describe key story elements including character, setting, and plot. | Student can identify and describe key story elements including character, setting, plot, rising action, climax, and resolution in above grade level text. |
| **2** | Student requires prompting and support to identify and describe key story elements including character and setting as well as drawing conclusions about characters. | | Student can draw conclusions and form opinions about characters, setting, and plot. | Student draws conclusions and forms opinions about characters, setting, plot, point of view in a story using textual evidence (dialogue, setting, actions, and events). | Student draws sophisticated conclusions and forms opinions about characters, setting, plot, point of view in a story using textual evidence (dialogue, setting, actions, and events) in above grade level text. |
| **3** | Student requires prompting and support to identify and describe key story elements including character and setting as well as drawing conclusions about characters with supporting evidence. | | Student can draw conclusions and form opinions about characters, setting, plot, and points of view with textual evidence. | Student draws conclusions and forms opinions about characters, setting, plot, point of view in a story using textual evidence (dialogue, setting, actions, and events).  Student identifies the perspectives of different characters with textual evidence and explains how the POV impacts the information in the text. | Student draws sophisticated conclusions and forms opinions about characters, setting, plot, point of view in a story several pieces of textual evidence (dialogue, setting, actions, and events) in above grade level text.  Student explains perspectives of different characters with evidence and explains how the POV impacts the information in the text. |

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| Report Card Indicator: | | Summarizes text | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Student demonstrates little or no understanding of story/text structure; limited ability to recount story/text or requires teacher prompting or support.  Student does not use appropriate transition words and may contain misinterpretations.  Student does not use text features to locate important facts or information. | | Student misses some important events from the sequence from B, M, and E.  Student use some appropriate transition words and may contain misinterpretations.  Minimal use of text features to locate important facts or information. | Student independently and consistently summarizes and demonstrates comprehension of grade level text. Includes most important events in sequence.  Students uses appropriate transition words and text features to locate important information and facts. | Student independently and consistently summarizes and demonstrates comprehension of above grade level text. Includes all important events in sequence.  Students uses appropriate transition words and text features to locate important information and facts. |

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| Report Card Indicator: | | Compares and contrasts point of view from different narrations and accounts | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Student is unable or rarely able to compare and contrast point of view from different narrations and accounts. | | With teacher support, Student can compare and contrast point of view from different narrations and accounts. | Independently and consistently, student able to compare and contrast point of view from different narrations and accounts. | Independently and consistently, student able to compare and contrast point of view from different narrations and accounts in above grade level texts. |

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| Report Card Indicator: | | Compares and contrasts similar themes/topics within and across texts | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Student is unable or rarely able to compare and contrast themes/topics within and across texts. | | With teacher support, Student can compare and contrast themes/topics within and across texts. | Independently and consistently, student able to compare and contrast themes/topics within and across texts. | Independently and consistently, student able to compare and contrast themes/topics within and across texts in above grade level texts. |

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| Report Card Indicator: | | Analyzes structural elements and text features | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Student demonstrates little or no understanding of:   * Differences in text structures * Reading a text closely to identify key details * Text features to locate facts/info. * Explain how or why historical events, scientific idea or “how to” procedures happened | | With teacher prompting and support, student can:   * Differences in text structures * Reading a text closely to identify key details * Text features to locate facts/info. * Explain how or why historical events, scientific idea or “how to” procedures happened | Independently and consistently, student can:   * Explain differences in text structures and features. * Read a text closely to identify key details * Text features to locate facts/info. * Explain how or why historical events, scientific idea or “how to” procedures happened | In above grade level texts, student can independently and consistently:   * Explain differences in text structures and features by comparing and contrasting * Read a text closely to identify key details * Text features to locate facts/info. * Explain how or why historical events, scientific idea or “how to” procedures happened |

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| Report Card Indicator: | | Uses writing to effectively respond to text | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Student’s written response reflects little understanding of the text read and contains little text evidence. | | Student’s written response reflects a literal understanding of the text read and some text evidence. | Student’s written response reflects literal and inferential understanding of the text read and contains text evidence. | Student’s written response reflects literal and inferential understanding of the text read with deeper meaning supported by text evidence. |

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| Report Card Indicator: | | Applies grade level phonics and word analysis | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Student is unable or rarely able to use phonics skills, picture clues and context clues to figure out unknown words. | | Student sometimes is able to use phonics skills, picture clues and context clues to figure out unknown words. | Student consistently is able to use phonics skills, picture clues and context clues to figure out unknown words. | Student is able to use phonics skills, picture clues and context clues to figure out unknown words in an above grade level text. |

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| Report Card Indicator: | | Reads with fluency (expression, phrasing, rate, accuracy) | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Lack of fluent reading is evident.  Reading of leveled texts is very choppy and slow.  Student attends to some spaces between words or to end punctuation. | | Reading is somewhat fluent.  Student reads either very slowly or quickly.  Reading may be choppy some of the time.  Student may in accurately phrase words.  Student attend to some punctuation.  Student uses very little or no expression. | Student demonstrates fluent reading.  Student reads accurately.  Student uses phrases to read longer sentences.  Student attends to some internal punctuation and most ending punctuation.  Expression is matched to text. | In above grade level texts:  Student demonstrates fluent reading.  Student reads accurately.  Student uses phrases to read longer and more complex sentences.  Student attends to internal and ending punctuation.  Expression is matched to text. |

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| Report Card Indicator: | | Demonstrates stamina during independent reading | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **1** | Student is unable or rarely able to sustain attention for 25 minutes. | | Student is approaching reading stamina of 25 minutes. | Student consistently sustains attention during independent reading for 30 minutes. | Student consistently sustains attention during independent reading for more than 35 minutes. |
| **2** | Student is unable or rarely able to sustain attention for 30 minutes. | | Student is approaching reading stamina of 30 minutes. | Student consistently sustains attention during independent reading for 35 minutes. | Student consistently sustains attention during independent reading for more than 40 minutes. |
| **3** | Student is unable or rarely able to sustain attention for 40 minutes. | | Student is approaching reading stamina of 40 minutes. | Student consistently sustains attention during independent reading for 40 minutes. | Student consistently sustains attention during independent reading for more than 40 minutes. |

**Woodland Park Fourth Grade Language Arts: Writing**

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| Report Card Indicator: | | Follows structure of genre (Opinion, Informative/Explanatory, Narrative) | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| ALL | Student rarely follow text structure:  (Opinion)   * Introduces topic * States an opinion * Supplies supporting details * Uses linking words * Provides a conclusion   (Informative/Exp.)   * Introduce a topic * Uses evidence based facts and definitions * Provides a conclusion   (Narrative)   * Recount a well elaborated event * Use details to describe actions, thoughts and feelings * Uses temporal words * Provides a sense of closure | | Student can sometimes follow text structure:  (Opinion)   * Introduces topic * States an opinion * Supplies supporting details * Uses linking words * Provides a conclusion   (Informative/Explanatory)   * Introduce a topic * Uses evidence based facts and definitions * Provides a conclusion   (Narrative)   * Recount a well elaborated event * Use details to describe actions, thoughts and feelings * Uses temporal words * Provides a sense of closure * Begins to display evidence of an author’s voice | Student can follow text structure:  (Opinion)   * Introduces topic * States an opinion * Supplies supporting details * Uses linking words * Provides a conclusion   (Informative/Explanatory)   * Introduce a topic * Uses evidence based facts and definitions * Provides a conclusion   (Narrative)   * Recount a well elaborated event * Use details to describe actions, thoughts and feelings * Uses temporal words * Provides a sense of closure * Displays evidence of an author’s voice | Student consistently and independently follow text structure:  (Opinion)   * Introduces topic * States an opinion * Supplies supporting details * Uses linking words * Provides a conclusion   (Informative/Explanatory)   * Introduce a topic * Uses evidence based facts and definitions * Provides a conclusion   (Narrative)   * Recount a well elaborated event * Use details to describe actions, thoughts and feelings * Uses temporal words * Provides a sense of closure * Displays strong evidence of an author’s voice |

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| Report Card Indicator: | Strengthens writing by planning, revising, and editing | | | |
| **Trimester** | **1** | **2** | **3** | **4** |
| ALL |  Unable to follow steps in the writing process.   With teacher prompting and support (modeling, graphic organizers, conferences) is unable to edit and revise own work. |  With teacher prompting and support, follows the steps of the writing process.  Produces published work with some errors. Does not incorporate some feedback from peers/teachers.   Requires teacher prompting and support to edit and revise own word. Unable to peer edit. |  Follows steps of the writing process.   Produces published work with minimal errors.   Incorporates some feedback from peers/teachers.   Begins to edit and revise own work.   Can contribute to peer editing. |  Follows steps of the writing process.   Produces published work with almost no errors.   Effectively incorporates some feedback from peers/teachers.   Independently and consistently can edit and revise own work.   Discusses feedback effectively with peers. |

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| Report Card Indicator: Draws evidence from literary/information texts | | | | |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student is unable or rarely able to draws evidence from literary/information texts. | Student is beginning to demonstrate the ability to draws evidence from literary/information texts. | Student demonstrates the ability to draws evidence from literary/information texts. | Student consistently and independently demonstrate the ability to draws evidence from literary/information texts (with above grade level text). |

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| Report Card Indicator: Uses research to build and present knowledge | | | | |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student is unable or rarely able to gather information from print and digital sources to integrate information. | Student is beginning to demonstrate the ability to gather information from multiple print and digital resources to integrate information. | Student demonstrates the ability to gather information from multiple print and digital resources to integrate information. | Student consistently and independently demonstrate the ability to gather information from multiple print and digital resources (with above grade level text) to integrate information. |

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| Report Card Indicator: | | Demonstrates stamina during independent writing | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **1** | Student is unable or rarely able to demonstrate stamina during writing workshop for 30 minutes. | | Student inconsistently demonstrates stamina during writing workshop for 30 minutes. | Student demonstrates stamina during writing workshop for 30 minutes. | Student demonstrates stamina during writing workshop for greater than 30 minutes. |
| **2** | Student is unable or rarely able to demonstrate stamina during writing workshop for 35 minutes. | | Student inconsistently demonstrates stamina during writing workshop for 35 minutes. | Student demonstrates stamina during writing workshop for 35 minutes. | Student is unable or rarely able to demonstrate stamina during writing workshop for greater than 35 minutes. |
| **3** | Student is unable or rarely able to demonstrate stamina during writing workshop for more than 35 minutes. | | Student inconsistently demonstrates stamina during writing workshop for more than 35 minutes. | Student demonstrates stamina during writing workshop for more than 35 minutes. | Student is unable or rarely able to demonstrate stamina during writing workshop for greater than 40 minutes. |

**Woodland Park Fourth Grade Language Arts: Language**

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| Report Card Indicator: | | Demonstrates command of conventions of grammar and usage | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| 1 | Student does not or rarely demonstrates understanding of key concepts of grammar and usage, including:   * produce complete simple sentences * collective nouns to describe groups | | Student is beginning to demonstrate understanding of key concepts of grammar and usage, including:   * produce complete simple sentences * collective nouns to describe groups | Student demonstrates understanding of key concepts of grammar and usage, including   * produce complete simple sentences * collective nouns to describe groups | Student consistently demonstrates above grade level understanding of key concepts of grammar and usage.  *(For example: proper use of quotation marks and plural possessives)* |
| 2 | Student does not or rarely demonstrates understanding of key concepts of grammar and usage listed in the first trimester plus:   * expanding simple sentences * compound sentences * adjectives, adverbs, and pronouns | | Student is beginning to demonstrate understanding of key concepts of grammar and usage listed in the first trimester plus:   * expanding simple sentences * compound sentences * adjectives, adverbs, and pronouns | Student demonstrates understanding of key concepts of grammar and usage listed in the first trimester plus:   * expanding simple sentences * compound sentences * adjectives, adverbs, and pronouns | Student consistently demonstrates above grade level understanding of key concepts of grammar and usage.  *(For example: proper use of quotation marks and plural possessives)* |
| 3 | Trimester 1 and 2, plus:   * Frequently occurring, irregular plural nouns * Past tense irregular verbs | | Trimester 1 and 2, plus:   * Frequently occurring, irregular plural nouns * Past tense irregular verbs | Trimester 1 and 2, plus:   * Frequently occurring, irregular plural nouns * Past tense irregular verbs | Student consistently applies above grade level understanding of key concepts of grammar and usage. *(For example: proper use of quotation marks and plural possessives)* |

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| Report Card Indicator: | | Demonstrates command of capitalization and punctuation | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| 1 | Student does not or rarely demonstrates understanding of key concepts of mechanics, including:   * Proper names, months when writing dates, holidays, words in a title, ‘I” * Proper end punctuation * Commas to separate day from year in dates. | | Student is beginning to demonstrate understanding of key concepts of mechanics, including:   * Proper names, months when writing dates, holidays, words in a title, ‘I” * Proper end punctuation * Commas to separate day from year in dates. | Student demonstrates understanding of key concepts of grammar, including:   * Proper names, months when writing dates, holidays, words in a title, ‘I” * Proper end punctuation * Commas to separate day from year in dates. | Student consistently demonstrates above grade level understanding of key concepts of mechanics. |
| 2 | Trimester 1, plus:   * Commas when listing | | Trimester 1, plus:   * Commas when listing and in greetings/closings of letters | Trimester 1, plus:   * Commas when listing and in greetings/closings of letters | Student consistently demonstrates above grade level understanding of key concepts of mechanics. |
| 3 | Trimester 1 and 2, plus:   * Apostrophes in contractions | | Trimester 1 and 2, plus:   * Apostrophes in contractions | Trimester 1 and 2, plus:   * Apostrophes in contractions and frequently occurring possessives | Student consistently demonstrates above grade level understanding of key concepts of mechanics. |

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| Report Card Indicator: | | Demonstrates command of spelling | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| ALL | Student does not or rarely:   * Use phonetic spelling for untaught words. * Writes sight words correctly. * Apply learned spelling patterns | | Student occasionally:   * Uses phonetic spelling for untaught words. * Writes sight words correctly. * Applies learned spelling patterns | Student:   * Uses phonetic spelling for untaught words. * Applies spelling patterns that do not interfere with meaning. * Writes grade level sight words with automaticity. | Student consistently:   * Applies spelling patterns with minimal errors for complex words. * Write above grade level decodable and sight words with automaticity. |

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| Report Card Indicator: Demonstrates the understanding of figurative language, word relationships, and nuances in word meaning | | | | |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student does not or rarely  demonstrates the understanding of figurative language, word relationships, and nuances in word meaning | With guidance and support, the student:  demonstrates the understanding of figurative language, word relationships, and nuances in word meaning | The student consistently demonstrates the understanding of figurative language, word relationships, and nuances in word meaning. | The student consistently and independently demonstrates and applies understanding of figurative language, word relationships, and nuances in word meaning. |

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| Report Card Indicator: Determines the meaning of unknown, multiple-meaning words and phrases as used in context | | | | |
| **Trimester** | **1** | **2** | **3** | **4** |
| ALL | Student does not or rarely:  ●Use vocabulary strategies to determine the meaning of new unknown words, multiple meaning and phrases.  ● Read learned vocabulary in reading. | With guidance and support, the student can:  ●use vocabulary strategies to determine the meaning of unknown words, multiple meaning and phrases.  ● read learned vocabulary accurately with limited or inconsistent understanding of the words | The student consistently:  ●uses vocabulary strategies to determine the meaning of  unknown words, multiple meaning and phrases.  ●reads learned vocabulary accurately and understands the meaning of the words | The student consistently and independently:  ●uses a variety of vocabulary strategies to determine the meaning of higher level vocabulary words.  ● reads learned vocabulary accurately and understands the meaning of the words in **above level text**. |

**Woodland Park Fourth Grade Language Arts: Speaking and Listening**

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| Report Card Indicator: | | Clearly expresses ideas and builds on the ideas of others | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Student rarely expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns. | | Student occasionally expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject verb agreement, and correct use of irregular plural nouns. | Student consistently expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject verb agreement, and correct use of irregular plural nouns. | Student consistently uses and extends grade appropriate academic vocabulary, grade appropriate conventions of standard English grammar and usage, and makes effective choices about language and sentence structure for meaning and style. |

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| Report Card Indicator: | | Participates in collaborative discussions about topics/texts | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Student is rarely able to retell key ideas presented orally or through media.  Student rarely asks/answers questions about information presented orally or visually in order to deepen understanding. | | Student occasionally able to retell key ideas presented orally or through media.  Student occasionally asks/answers questions about information presented orally or visually in order to deepen understanding. | Student consistently able to retell key ideas presented orally or through media.  Student consistently asks/answers questions about information presented orally or visually in order to deepen understanding | Student consistently reports and extends on a topic.  Student consistently recounts stories or experiences with appropriate facts and descriptive details.  Student consistently asks/answers questions about presentations, offering appropriate details. |

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| Report Card Indicator: | | Paraphrases information presented in various formats | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Rarely or never able to paraphrase portions of a text read aloud or information presented in diverse formats. | | Sometimes able to paraphrase portions of a text read aloud or information presented in diverse formats. | Able to paraphrase portions of a text read aloud or information presented in diverse formats. | Able to paraphrase or summarize portions of above grade level text read aloud or information presented in diverse formats. |

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| Report Card Indicator: | | Reports on a topic/text, tells a story, or recounts an experience with facts and details | | | |
| **Trimester** | **1** | | **2** | **3** | **4** |
| ALL | Rarely reports on events, topics, and text in an organized manner providing detailed information.  Rarely stays on topic providing detailed information. | | Sometimes reports on events, topics, and text in an organized manner providing detailed information.  Sometimes stays on topic providing detailed information. | Reports on events, topics, and text in an organized manner providing detailed information.  Stays on topic providing detailed information. | Consistently stays on topic providing significant details and makes connections beyond the topic.  Stays on topic providing significant details and makes connections beyond the topic. |