

Woodland Park Fourth Grade Language Arts: Reading

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*

Report Card Indicator: Identifies main idea and key details				
Trimester	1	2	3	4
ALL	<p>Student is unable to identify the main idea of a text.</p> <p>Student is unable or rarely able to retell major details form a non-fiction text.</p>	<p>Student requires prompting and support to identify the main idea of a text or specific paragraph.</p> <p>With teacher prompting and support is able to retell major details from a non-fiction text.</p>	<p>Student independently and consistently identifies the main idea of a text or specific paragraph within a text and supplies supporting details.</p> <p>Independently and consistently retells details from a non-fiction text.</p>	<p>Student independently and consistently identifies the main idea of a text or specific paragraph in above grade level texts and supplies supporting details.</p> <p>Independently and consistently retells major details in above grade level text and organizes them by subtopic.</p>

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.

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	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.

			characters with textual evidence and explains how the POV impacts the information in the text.	Student explains perspectives of different characters with evidence and explains how the POV impacts the information in the text.
--	--	--	--	---

Report Card Indicator: Interpret visual, oral, or graphic information as it pertains to informational text
 *Replace with “Uses text structures and features to demonstrate understanding”

Trimester	1	2	3	4
ALL	Student demonstrates little or no understanding of: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

Report Card Indicator: Summarizes text and determines theme

Trimester	1	2	3	4
1	Student is unable to identify the theme of a text. Demonstrates little or no understanding of story/text	Student requires prompting and support to identify the theme of a text.	Student independently and consistently <ul style="list-style-type: none"> identifies the theme of a story. Retells stories and describes overall 	In above grade level texts, student independently and consistently <ul style="list-style-type: none"> identifies the theme of a story.

	structure; limited ability to recount story/text.	Requires teacher prompting and support to recount stories/text.	structure of the story including B, M, and E.	<ul style="list-style-type: none"> Retells stories and describes overall structure of the story including B, M, and E.
2, 3	<p>Student is unable to identify the theme of a text or demonstrates little understanding of the theme.</p> <p>Demonstrates little or no understanding of story/text structure; limited ability to recount story/text or requires teacher prompting or support.</p>	<p>Student requires prompting and support to identify the theme of a text.</p> <p>Requires little support to retell stories and describe overall structure of the story including B, M, and E</p>	<p>Student independently and consistently</p> <ul style="list-style-type: none"> identifies the theme of a story and supplies supporting details. Retells stories and describes overall structure of the story including B, M, and E. 	<p>In above grade level texts, student independently and consistently</p> <ul style="list-style-type: none"> identifies the theme of a story and supplies supporting details Retells stories and describes overall structure of the story including B, M, and E.

Report Card Indicator: Describe the structure of the concepts or events in the text (see text features above)				
Trimester	1	2	3	4
ALL		•	•	•

Report Card Indicator: Compares and contrasts 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.

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	Student's written response reflects a literal	Student's written response reflects literal and inferential	Student's written response reflects literal and inferential understanding of the text read

	contains little text evidence.	understanding of the text read and some text evidence.	understanding of the text read and contains text evidence.	with deeper meaning supported by text evidence.
--	--------------------------------	--	--	---

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.

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.

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

Report Card Indicator: Follows structure of genre (Opinion, Informative/Explanatory, Narrative)				
Trimester	1	2	3	4
ALL	<p>Student rarely follow text structure:</p> <p>(Opinion)</p> <ul style="list-style-type: none"> ○ Introduces topic ○ States an opinion ○ Supplies supporting details ○ Uses linking words 	<p>Student can sometimes follow text structure:</p> <p>(Opinion)</p> <ul style="list-style-type: none"> ○ Introduces topic ○ States an opinion ○ Supplies supporting details ○ Uses linking words ○ Provides a conclusion <p>(Informative/Explanatory)</p>	<p>Student can follow text structure:</p> <p>(Opinion)</p> <ul style="list-style-type: none"> ○ Introduces topic ○ States an opinion ○ Supplies supporting details ○ Uses linking words ○ Provides a conclusion <p>(Informative/Explanatory)</p> <ul style="list-style-type: none"> ○ Introduce a topic 	<p>Student consistently and independently follow text structure:</p> <p>(Opinion)</p> <ul style="list-style-type: none"> ○ Introduces topic ○ States an opinion ○ Supplies supporting details ○ Uses linking words ○ Provides a conclusion

	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> (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
--	--	---	---	--

Report Card Indicator: Strengthens writing by planning, revising, and editing				
Trimester	1	2	3	4
ALL	•	•	•	•

Report Card Indicator: Draws evidence from literary/informational texts

Trimester	1	2	3	4
ALL				

Report Card Indicator: Uses research to build and present knowledge

Trimester	1	2	3	4
ALL	•	•	•	•

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

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:	Student is beginning to demonstrate understanding of key concepts of grammar and usage, including:	Student demonstrates understanding of key concepts of grammar and usage, including	Student consistently demonstrates above grade level understanding of key concepts of grammar and usage.

	<ul style="list-style-type: none"> produce complete simple sentences collective nouns to describe groups 	<ul style="list-style-type: none"> produce complete simple sentences collective nouns to describe groups 	<ul style="list-style-type: none"> produce complete simple sentences collective nouns to describe groups 	<i>(For example: proper use of quotation marks and plural possessives)</i>
2	<p>Student does not or rarely demonstrates understanding of key concepts of grammar and usage listed in the first trimester plus:</p> <ul style="list-style-type: none"> expanding simple sentences compound sentences adjectives, adverbs, and pronouns 	<p>Student is beginning to demonstrate understanding of key concepts of grammar and usage listed in the first trimester plus:</p> <ul style="list-style-type: none"> expanding simple sentences compound sentences adjectives, adverbs, and pronouns 	<p>Student demonstrates understanding of key concepts of grammar and usage listed in the first trimester plus:</p> <ul style="list-style-type: none"> expanding simple sentences compound sentences adjectives, adverbs, and pronouns 	<p>Student consistently demonstrates above grade level understanding of key concepts of grammar and usage. <i>(For example: proper use of quotation marks and plural possessives)</i></p>
3	<p>Trimester 1 and 2, plus:</p> <ul style="list-style-type: none"> Frequently occurring, irregular plural nouns Past tense irregular verbs 	<p>Trimester 1 and 2, plus:</p> <ul style="list-style-type: none"> Frequently occurring, irregular plural nouns Past tense irregular verbs 	<p>Trimester 1 and 2, plus:</p> <ul style="list-style-type: none"> Frequently occurring, irregular plural nouns Past tense irregular verbs 	<p>Student consistently applies above grade level understanding of key concepts of grammar and usage. <i>(For example: proper use of quotation marks and plural possessives)</i></p>

Report Card Indicator: Demonstrates command of capitalization and punctuation				
Trimester	1	2	3	4
1	<p>Student does not or rarely demonstrates understanding of key concepts of mechanics, including:</p> <ul style="list-style-type: none"> Proper names, months when writing dates, holidays, words in a title, 'I' 	<p>Student is beginning to demonstrate understanding of key concepts of mechanics, including:</p> <ul style="list-style-type: none"> Proper names, months when writing dates, holidays, words in a title, 'I' 	<p>Student demonstrates understanding of key concepts of grammar, including:</p> <ul style="list-style-type: none"> Proper names, months when writing dates, holidays, words in a title, 'I' 	<p>Student consistently demonstrates above grade level understanding of key concepts of mechanics.</p>

	<ul style="list-style-type: none"> • Proper end punctuation • Commas to separate day from year in dates. 	<ul style="list-style-type: none"> • Proper end punctuation • Commas to separate day from year in dates. 	<ul style="list-style-type: none"> • Proper end punctuation • Commas to separate day from year in dates. 	
2	Trimester 1, plus: <ul style="list-style-type: none"> • Commas when listing 	Trimester 1, plus: <ul style="list-style-type: none"> • Commas when listing and in greetings/closings of letters 	Trimester 1, plus: <ul style="list-style-type: none"> • Commas when listing and in greetings/closings of letters 	Student consistently demonstrates above grade level understanding of key concepts of mechanics.
	Trimester 1 and 2, plus: <ul style="list-style-type: none"> • Apostrophes in contractions 	Trimester 1 and 2, plus: <ul style="list-style-type: none"> • Apostrophes in contractions 	Trimester 1 and 2, plus: <ul style="list-style-type: none"> • Apostrophes in contractions and frequently occurring possessives 	Student consistently demonstrates above grade level understanding of key concepts of mechanics.

Report Card Indicator: Demonstrates command of spelling				
Trimester	1	2	3	4
ALL	Student does not or rarely: <ul style="list-style-type: none"> • Use phonetic spelling for untaught words. • Writes sight words correctly. • Apply learned spelling patterns 	Student occasionally: <ul style="list-style-type: none"> • Uses phonetic spelling for untaught words. • Writes sight words correctly. • Applies learned spelling patterns 	Student: <ul style="list-style-type: none"> • Uses phonetic spelling for untaught words. • Applies spelling patterns that do not interfere with meaning. • Writes grade level sight words with automaticity. 	Student consistently: <ul style="list-style-type: none"> • Applies spelling patterns with minimal errors for complex words. • Write above grade level decodable and sight words with automaticity.

Report Card Indicator: Determines the meaning of unknown and multiple-meaning words and phrases				
Trimester	1	2	3	4

1, 2	•	•	•	•
3	Trimester 1 and 2, plus: •	Trimester 1 and 2, plus: •	Trimester 1 and 2, plus: •	Trimester 1 and 2, plus: •

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: •	With guidance and support, the student: •	The student consistently: •	The student consistently and independently: •

Report Card Indicator: Learns, understands, and utilizes new vocabulary across the curriculum

Trimester	1	2	3	4
ALL	Student does not or rarely: •	With guidance and support, the student: •	The student consistently: •	The student consistently and independently: •

Woodland Park Fourth Grade Language Arts: Speaking and Listening

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.
--	--	--	--	----------------------------------

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

Report Card Indicator: Paraphrases information presented in various formats				
Trimester	1	2	3	4
ALL				

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	•	•	•	•