

4th Grade Reading

Foundational Reading Skills

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2, 3	Reads with fluency and accuracy RF.4.4	The student is seldom able to read with fluency and accuracy with guidance and support from peers and adults to demonstrate grade level expectations.	The student is sometimes able to read with fluency and accuracy with guidance and support from peers and adults to demonstrate grade level expectations.	The student is usually able to read with fluency and accuracy to demonstrate grade level expectations.	The student is able to read with fluency and accuracy to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations
1, 2, 3	Knows and applies grade-level phonics and word analysis skills RF.4.3	The student is seldom able to know and apply phonics and word analysis skills with guidance and support from peers and adults to demonstrate grade level expectations.	The student is sometimes able to know and apply phonics and word analysis skills with guidance and support from peers and adults to demonstrate grade level expectations.	The student is usually able to know and apply phonics and word analysis skills to demonstrate grade level expectations.	The student is able to know and apply phonics and word analysis skills to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations.

Reading - Literature

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2	Refers to details and examples from the text to support the explanation of literal and inferential understanding RL.4.1	The student is seldom able to know and apply phonics and word analysis skills with guidance and support from peers and adults to demonstrate grade level expectations.	The student is sometimes able to know and apply phonics and word analysis skills with guidance and support from peers and adults to demonstrate grade level expectations.	The student is usually able to know and apply phonics and word analysis skills to demonstrate grade level expectations	The student is able to know and apply phonics and word analysis skills to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations.

1, 2	Determine the theme of a story and summarizes a text RL.4.2 RL.4.9	The student is seldom able to determine the theme of a story and summarize a text with guidance and support from peers and adults to demonstrate grade level expectations.	The student is sometimes able to determine the theme of a story and summarize a text with guidance and support from peers and adults to demonstrate grade level expectations.	The student is usually able to determine the theme of a story and summarize a text to demonstrate grade level expectations.	The student is able to determine the theme of a story and summarize a text to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations.
1, 2	Describe story elements in depth, drawing on specific details from the text RL.4.3	The student is seldom able to describe story elements in depth, drawing on specific details from the text with guidance and support from peers and adults to demonstrate grade level expectations.	The student is sometimes able to describe story elements in depth, drawing on specific details from the text with guidance and support from peers and adults to demonstrate grade level expectations.	The student is usually able to describe story elements in depth, drawing on specific details from the text to demonstrate grade level expectations.	The student is able to describe story elements in depth, drawing on specific details from the text to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations.
1, 2	Determine the meaning of words and phrases as they are used in the text RL.4.4, RL.4.5, RL.4.7, RL.4.10	The student is seldom able to determine the meaning of words and phrases as they are used in the text with guidance and support from peers and adults to demonstrate grade level expectations.	The student is sometimes able to determine the meaning of words and phrases as they are used in the text with guidance and support from peers and adults to demonstrate grade level expectations.	The student is usually able to determine the meaning of words and phrases as they are used in the text to demonstrate grade level expectations.	The student is able to determine the meaning of words and phrases as they are used in the text to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations.
1, 2	Compare and contrast the point of view from different stories RL.4.6	The student is seldom able to compare and contrast the point of view from different stories with guidance and support from peers and adults to demonstrate grade level expectations.	The student is sometimes able to compare and contrast the point of view from different stories with guidance and support from peers and adults to demonstrate grade level expectations.	The student is usually able to compare and contrast the point of view from different stories to demonstrate grade level expectations.	The student is able to compare and contrast the point of view from different stories to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations

Reading - Informational

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
2, 3	Refers to details and examples from the text to support the explanation of literal and inferential understanding RI.4.1, RI.4.3, RI.4.4	The student is seldom able to refer to details and examples from the text to support the explanation of literal and inferential understanding with guidance and support from peers and adults to demonstrate grade level expectations.	The student is sometimes able to refer to details and examples from the text to support the explanation of literal and inferential understanding with guidance and support from peers and adults to demonstrate grade level expectations.	The student is usually able to refer to details and examples from the text to support the explanation of literal and inferential understanding to demonstrate grade level expectations.	The student is able to refer to details and examples from the text to support the explanation of literal and inferential understanding to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations.
2, 3	Demonstrates understanding of the main idea and summarizes a text RI.4.2	The student is seldom able to demonstrate grade level understanding of the main idea and summarization of a text with guidance and support from peers and adults.	The student is sometimes able to demonstrate grade level understanding of the main idea and summarization of a text with guidance and support from peers and adults.	The student is usually able to demonstrate grade level understanding of the main idea and summarization of a text.	The student is able to demonstrate grade level understanding of the main idea and summarization of a text and is beginning to demonstrate above grade level expectations.
2, 3	Describes the overall structure of information or ideas in a text or part of a text RI.4.5	The student is seldom able to describe the overall structure of information or ideas in a text or part of a text with guidance and support from peers and adults to demonstrate grade level expectations.	The student is sometimes able to describe the overall structure of information or ideas in a text or part of a text with guidance and support from peers and adults to demonstrate grade level expectations.	The student is usually able to describe the overall structure of information or ideas in a text or part of a text to demonstrate grade level expectations.	The student is able to describe the overall structure of information or ideas in a text or part of a text to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations.
2, 3	Integrates and reflects on information from multiple sources on the same topic RI.4.7, RI.4.8, RI.4.9	The student is seldom able to integrate and reflect on information from multiple sources on the same topic, with guidance and support from peers and adults to demonstrate grade level expectations.	The student is sometimes able to integrate and reflect on information from multiple sources on the same topic, with guidance and support from peers and adults to demonstrate grade level expectations.	The student is usually able to integrate and reflect on information from multiple sources on the same topic, demonstrating grade level expectations.	The student is able to integrate and reflect on information from multiple sources on the same topic, demonstrating grade level expectations and is beginning to demonstrate above grade level

					expectations.
2, 3	Determines and analyzes point of view RI.4.6	The student is seldom able to determine and analyze point of view with guidance and support from peers and adults to demonstrate grade level expectations.	The student is sometimes able to determine and analyze point of view with guidance and support from peers and adults to demonstrate grade level expectations.	The student is usually able to determine and analyze point of view to demonstrate grade level expectations.	The student is able to determine and analyze point of view to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations.