



Fourth Grade SBRC Rubric: Language Arts

FOUNDATIONAL SKILLS

Indicator: Knows and applies grade-level phonics and word analysis skills in reading and spelling multisyllabic words

Standard(s): L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

By the end of academic year, student will:

- use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Evidence of Learning:

- Spelling Patterns: Pre-Assessment
- Formative Assessments & Observations (Word List Automaticity Reading, Word Sorts, Dictation, Small Group)
- Application in Reading (Accountable Text, Grade Level Text, etc.) and Writing
- Phonics Inventory as needed
- MAP Fluency benchmark and progress monitoring

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Reads with sufficient accuracy and fluency to support comprehension.

Standard(s): L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

By the end of academic year, student will:

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Evidence of Learning:

- Formative Assessments & Observations (Word List Automaticity Reading, Accountable Text Fluency Reading, Small Group)
- Application in Reading (Readers' Theater, Accountable Text, Close Reading of Grade Level Text, etc.)
- MAP Fluency benchmark and progress monitoring

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
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Indicator: Determines the meaning of unknown and multiple-meaning academic words and phrases, choosing from a variety of strategies.

Standard(s): L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

By the end of academic year, student will:

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Evidence of Learning:

- Formative Assessments & Observations (“Define, Example, Ask” Routine, Student Annotations, Turn and Talks, “Build-Reflect-Write” Vocabulary Responses, Small Group)
- Application in Reading (Close Reading of Grade Level Text, etc.) & Writing

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
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Indicator: Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.

Standard(s): L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

By the end of academic year, student will:

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Determine the meaning of words and phrases that allude to significant characters found in literature.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Evidence of Learning:

- Formative Assessments & Observations (“Define, Example, Ask” Routine, Student Annotations, “Decoding and Context Clues” protocol, Turn and Talks, “Build-Reflect-Write” Vocabulary Responses, Small Group with available Benchmark Advance materials)
- Application in Reading (Close Reading of Grade Level Texts) & Writing

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LITERATURE

Indicator: Refers explicitly to text evidence when making connections and drawing inferences in a literary text.			
Standard(s): RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.			
Evidence of Learning: → Formative Assessments & Observations (Student Annotations, Close Reading Responses, Turn and Talks, Small Group) → Application in Reading & Writing (Knowledge Blueprint, etc) → Benchmark Advance Unit Assessments			
Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
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Indicator: Summarizes a literary text and interprets the author's theme using key details.

Standard(s): RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

Evidence of Learning:

- Formative Assessments & Observations (Student Annotations, Close Reading Responses, Turn and Talks, Small Group)
- Application in Reading & Writing (Knowledge Blueprint, etc)
- Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
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Indicator: Describes the impact of individuals and events by analyzing the characters, setting, or events based on textual evidence.

Standard(s): RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

Evidence of Learning:

- Formative Assessments & Observations (Student Annotations, Close Reading Responses, Turn and Talks, Small Group)
- Application in Reading & Writing (Knowledge Blueprint, etc)
- Benchmark Advance Unit Assessments

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Indicator: Compares and contrasts the point of view from which different stories are narrated.

Standard(s): RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Evidence of Learning:

- Formative Assessments & Observations (Student Annotations, Close Reading Responses, Turn and Talks, Small Group)
- Application in Reading & Writing (Knowledge Blueprint, etc)
- Benchmark Advance Unit Assessments

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INFORMATIONAL

Indicator: Refers explicitly to text evidence when making connections and drawing inferences in an informational text.			
Standard(s): RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.			
Evidence of Learning: → Formative Assessments & Observations (Student Annotations, Close Reading Responses, Turn and Talks, Small Group) → Application in Reading & Writing (Knowledge Blueprint, etc) → Benchmark Advance Unit Assessments			
Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
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Indicator: Summarizes an informational text and interprets the author's purpose or main idea using key details.

Standard(s): RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

Evidence of Learning:

- Formative Assessments & Observations (Student Annotations, Close Reading Responses, Turn and Talks, Small Group)
- Application in Reading & Writing (Knowledge Blueprint, etc)
- Benchmark Advance Unit Assessments

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Indicator: Describes the structure of events, ideas, concepts, or information in a text.

Standard(s): RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Evidence of Learning:

- Formative Assessments & Observations (Student Annotations, Close Reading Responses, Turn and Talks, Small Group)
- Application in Reading & Writing (Knowledge Blueprint, etc)
- Benchmark Advance Unit Assessments

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Indicator: Compares and contrasts multiple accounts of the same event or topic.

Standard(s): RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

Evidence of Learning:

- Formative Assessments & Observations (Student Annotations, Close Reading Responses, Turn and Talks, Small Group)
- Application in Reading & Writing (Knowledge Blueprint, etc)
- Benchmark Advance Unit Assessments

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Indicator: Uses evidence to show how graphics and visuals support central ideas.

Standard(s): RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

Evidence of Learning:

- Formative Assessments & Observations (Student Annotations, Close Reading Responses, Turn and Talks, Small Group)
- Application in Reading & Writing (Knowledge Blueprint, etc)
- Benchmark Advance Unit Assessments

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WRITING

Indicator: Demonstrates use of the conventions of spelling.

Standard(s): L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

By the end of academic year, student will:

- Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- Write affixed words that involve a sound or spelling change in the base word.
- Spell grade-appropriate words correctly, consulting references as needed.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Evidence of Learning:

- Spelling Patterns: Pre-Assessment
- Formative Assessments & Observations (Word Sorts, Dictation, Small Group)
- Application in Writing
- Phonics Inventory as needed (encoding)

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
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Indicator: Demonstrates command of the conventions of writing (apply appropriate capitalization and punctuation, possessives, and paragraph structure).

Standard(s): L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills

By the end of academic year, student will:

- Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- Use independent clauses and coordinating conjunctions.
- Form irregular verbs; form and use progressive tenses.
- Form and use possessive nouns and pronouns.
- Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- Use apostrophes for possession.

Evidence of Learning:

- Formative Assessments & Observations (“Build Grammar and Language Activities,” Writing Checklist, Turn and Talks, Small Group)
- Application in Reading & Writing (Close Reading Responses, Paragraphs, Process Writing)
- Benchmark Advance Unit Assessment

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Indicator: Writes opinion pieces that support a point of view with reasons and information

Standard(s): W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

By the end of academic year, student will:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts from texts and/or other sources.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a conclusion related to the opinion presented.

Evidence of Learning:

- Formative Assessments & Observations (Graphic Organizers, Writing Checklists, Small Group)
- Application in Writing (Unit 2, Unit 5, Unit 6 Week 3)

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Indicator: Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

Standard(s): W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

By the end of academic year, student will:

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a conclusion related to the information or explanation presented.

Evidence of Learning:

- Formative Assessments & Observations (Graphic Organizers, Writing Checklists, Small Group)
- Application in Writing (Unit 1, Unit 3, Unit 6 Week 2, Unit 8, Unit 9)

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
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Indicator: Writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

Standard(s): W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

By the end of academic year, student will:

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Evidence of Learning:

- Formative Assessments & Observations (Graphic Organizers, Writing Checklists, Small Group)
- Application in Writing (Unit 4, Unit 6 Week 1, Unit 7, Unit 10)

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
December	N/A	N/A	N/A
March & June	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: With guidance and support, develops and strengthens writing as needed by planning, revising, and editing.

Standard(s): W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

By the end of academic year, student will:

- Identify audience, purpose, and intended length of composition before writing.
- Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- Consider writing as a process, including self-evaluation, revision and editing.
- With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

Evidence of Learning:

- Formative Assessments & Observations (Graphic Organizers, Writing Checklists, Small Group)
- Application in Writing (all Units)

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SPEAKING & LISTENING

Indicator: Participates in collaborative conversations about grade 4 topics and texts.

Standard(s): SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

By the end of academic year, student will:

- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Evidence of Learning:

→ Observations (Turn and Talks, Whole Class and Small Group Discussions, Partner Conversations)

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Indicator: Paraphrases portions of a text read aloud or information presented in diverse media and formats.

Standard(s): SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Evidence of Learning:

- Observations (Turn and Talks, Whole Class and Small Group Discussions, Partner Conversations)
- Unit 9 Writing (Multimedia Presentation)

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
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Indicator: Reports on a topic or text, tells a story, or recounts an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.

Standard(s): SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Evidence of Learning:

- Observations (Turn and Talks, Whole Class and Small Group Discussions, Partner Conversations)
- Unit 9 Writing (Multimedia Presentation)

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