



MPS Fourth Grade Reading

Literature

Report Card Indicator: Refers explicitly to details and examples in a text when explaining what the text says.				
Standard: RL.4.1				
Trimester	1	2	3	4
1	Little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a text.	Has some understanding of what has been read. Requires teacher prompting and support to ask/answer questions concerning key details in a text.	Has adequate understanding of what has been read. Refers to details and examples in a text when answering or asking questions from grade level text.	Independently and consistently refers to details and examples in a text when answering or asking questions from texts above grade level.
2	Little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a text.	Has some understanding of what has been read. Requires teacher prompting and support to ask/answer questions concerning key details in a text.	Has adequate understanding of what has been read. Refers to details and examples in a text when answering or asking questions from grade level texts.	Independently and consistently refers to details and examples in a text when answering or asking questions from texts above grade level.
3	Little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a text.	Has some understanding of what has been read. Requires teacher prompting and support to ask/answer questions concerning key details in a text.	Has adequate understanding of what has been read. Refers to details and examples in a text when answering or asking questions from grade level texts.	Independently and consistently refers to details and examples in a text when answering or asking questions from texts above grade level.

Report Card Indicator: Refers to details and examples in a text when drawing inferences from the text.				
Standard: RL.4.1				
Trimester	1	2	3	4
1	Little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a text.	Requires teacher prompting and support to ask/answer questions concerning key details in text. May be able to ask/answer literal questions but needs more prompting and support for inferential.	Adequately refers to details and examples in a text when drawing inferences from grade level texts.	Independently and consistently refers to details and examples in a text when drawing inferences from texts above grade level.
2	Little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a text.	Requires teacher prompting and support to ask/answer questions concerning key details in text. May be able to ask/answer literal questions but needs more prompting and support for inferential.	Adequately refers to details and examples in a text when drawing inferences from grade level texts.	Independently and consistently refers to details and examples in a text when drawing inferences from texts above grade level.
3	Little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a text.	Requires teacher prompting and support to ask/answer questions concerning key details in text. May be able to ask/answer literal questions but needs more prompting and support for inferential.	Adequately refers to details and examples in a text when drawing inferences from grade level texts.	Independently and consistently refers to details and examples in a text when drawing inferences from texts above grade level.

Report Card Indicator: Summaries a text to determine a theme of a story, drama, or poem using the details in the text.				
Standard: RL.4.2				
Trimester	1	2	3	4
1	Limited or no ability to recount stories.	Requires teacher prompting and support to recount stories and determine the theme.	Adequately determines the theme of a story, drama or poem. Is able to summarize a grade level text.	Independently and consistently summarizes stories with above grade level texts and determines the theme of a story, drama or poem on above grade level texts.
2	Limited or no ability to recount stories.	Requires teacher prompting and support to recount stories and determine the theme.	Adequately determines the theme of a story, drama or poem. Is able to summarize a grade level text.	Independently and consistently summarizes stories with above grade level texts and determines the theme of a story, drama or poem on above grade level texts.
3	Limited or no ability to recount stories.	Requires teacher prompting and support to recount stories and determine the theme.	Adequately determines the theme of a story, drama or poem. Is able to summarize a grade level text.	Independently and consistently summarizes stories with above grade level texts and determines the theme of a story, drama or poem on above grade level texts.

Report Card Indicator: Describes characters in a story and explains how their actions contribute to the sequence of events.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Standard: RL.4.3				
Trimester	1	2	3	4
1	Unable to identify and explain text elements using details from the text.	With teacher prompting and support, can identify and explain some text elements using details from a text on or below grade level.	Can adequately explain text elements using details from on level texts. Describes in depth a character using character's thoughts, words, or actions.	Can independently and consistently explain text elements using details from above level texts. Can describe in depth a character using character's thoughts, words, or actions.
2	Unable to identify and explain text elements using details from the text.	With teacher prompting and support, can identify and explain some text elements using details from a text on or below grade level.	Can adequately explain text elements using details from on level texts. Describes in depth a character using character's thoughts, words, or actions.	Can independently and consistently explain text elements using details from above level texts. Can describe in depth a character using character's thoughts, words, or actions.
3	Unable to identify and explain text elements using details from the text.	With teacher prompting and support, can identify and explain some text elements using details from a text on or below grade level.	Can adequately explain text elements using details from on level texts. Describes in depth a character using character's thoughts, words, or actions.	Can independently and consistently explain text elements using details from above level texts. Can describe in depth a character using character's thoughts, words, or actions.

Report Card Indicator: Compares and contrasts the narrators' points of view.	
--	--



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Standard: RL.4.6				
Trimester	1	2	3	4
1 Not Graded for MP 1 2016-2017	Unable to compare and contrast points of view.	With teacher support/prompting can compare/contrast point of view with on or below grade level texts.	Adequately compares/contrasts points of view from which different stories are narrated, including the difference between first and third person narrations on grade level texts.	Independently and consistently demonstrates ability to compare/ contrast points of view from which different stories are narrated, including the difference between first and third person narrations on above grade level texts.
2 Not Graded for MP 2 2016-2017	Unable to compare and contrast points of view.	With teacher support/prompting can compare/contrast point of view with on or below grade level texts.	Adequately compares/contrasts points of view from which different stories are narrated, including the difference between first and third person narrations on grade level texts.	Independently and consistently demonstrates ability to compare/ contrast points of view from which different stories are narrated, including the difference between first and third person narrations on above grade level texts.
3	Unable to compare and contrast points of view.	With teacher support/prompting can compare/contrast point of view with on or below grade level texts.	Adequately compares/contrasts points of view from which different stories are narrated, including the difference between first and third person narrations on grade level texts.	Independently and consistently demonstrates ability to compare/ contrast points of view from which different stories are narrated, including the difference between first and third person narrations on above grade level texts.

Report Card Indicator: Compares and contrasts similar themes, topics, and patterns of events in a variety of texts.				
Standard: RL.4.9				
Trimester	1	2	3	4
1 Not Graded for MP 1 2016-2017	Unable to compare and contrast themes of stories.	With teacher support/prompting can compare/contrast themes with texts on or below grade level.	Adequately compares/contrasts similar themes, topics, and patterns of events in stories, myths, and traditional literature on grade level texts.	Independently and consistently demonstrates ability to compare/ contrast similar themes, topics, and patterns of events in stories, myths, and traditional literature on above grade level texts.
2 Not Graded for MP 2 2016-2017	Unable to compare and contrast themes of stories.	With teacher support/prompting can compare/contrast themes with texts on or below grade level.	Adequately compares/contrasts similar themes, topics, and patterns of events in stories, myths, and traditional literature on grade level texts.	Independently and consistently demonstrates ability to compare/ contrast similar themes, topics, and patterns of events in stories, myths, and traditional literature on above grade level texts.
3	Unable to compare and contrast themes of stories.	With teacher support/prompting can compare/contrast themes with texts on or below grade level.	Adequately compares/contrasts similar themes, topics, and patterns of events in stories, myths, and traditional literature on grade level texts.	Independently and consistently demonstrates ability to compare/ contrast similar themes, topics, and patterns of events in stories, myths, and traditional literature on above grade level texts.

Informational Texts

Report Card Indicator: Asks and answers questions using evidence from the text.				
Standard: RI.4.1				
Trimester	1	2	3	4
1 Not Graded for MP 1 2016-2017	Unable to ask or answer questions using key details in a text.	Requires teacher prompting and support to ask/answer questions with explicit details from texts on or below grade level texts.	Adequately refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from grade level texts.	Independently and consistently refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from above grade level texts.
2	Unable to ask or answer questions using key details in a text.	Requires teacher prompting and support to ask/answer questions with explicit details from texts on or below grade level texts.	Adequately refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from grade level texts.	Independently and consistently refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from above grade level texts.
3	Unable to ask or answer questions using key details in a text.	Requires teacher prompting and support to ask/answer questions with explicit details from texts on or below grade level texts.	Adequately refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from grade level texts.	Independently and consistently refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from above grade level texts.



Report Card Indicator: Determines the main idea of a text and explains how it is supported by key details when summarized.				
Standard: RI.4.2				
Trimester	1	2	3	4
1 Not Graded for MP 1 2016-2017	Unable or rarely able to retell major details from nonfiction text.	With teacher prompting and support, is able to retell major details from nonfiction text when summarizing.	Adequately determines the main idea of a text and explains how it is supported by key details from on grade level nonfiction material when summarizing the text.	Independently determines the main idea of a text and explains how it is supported by key details when summarizing from above grade level material.
2	Unable or rarely able to retell major details from nonfiction text.	With teacher prompting and support, is able to retell major details from nonfiction text when summarizing.	Adequately determines the main idea of a text and explains how it is supported by key details from on grade level nonfiction material when summarizing the text.	Independently determines the main idea of a text and explains how it is supported by key details when summarizing from above grade level material.
3	Unable or rarely able to retell major details from nonfiction text.	With teacher prompting and support, is able to retell major details from nonfiction text when summarizing.	Adequately determines the main idea of a text and explains how it is supported by key details from on grade level nonfiction material when summarizing the text.	Independently determines the main idea of a text and explains how it is supported by key details when summarizing from above grade level material.

Report Card Indicator: Compares and contrasts a first hand and second hand account of an event presented by two texts on the same topic.				
Standard: RI.4.6				
Trimester	1	2	3	4
1				
2	Unable to compare and contrast first and secondhand events or topics.	With teacher support/prompting can compare and contrast firsthand and secondhand accounts of the same event or topic with on or below grade level texts.	Adequately compares and contrasts firsthand and secondhand accounts of the same event or topic with on grade level texts.	Independently and consistently demonstrates ability to compare and contrasts firsthand and secondhand accounts of the same event or topic with on grade or above grade level texts.
3	Unable to compare and contrast first and secondhand events or topics.	With teacher support/prompting can compare and contrast firsthand and secondhand accounts of the same event or topic with on or below	Adequately compares and contrasts firsthand and secondhand accounts of the same event or topic with on grade level texts.	Independently and consistently demonstrates ability to compare and contrasts firsthand and secondhand accounts of the same event or topic

Report Card Indicator: Uses information from two texts to write or speak about the subject.				
Standard: RI.4.9				
Trimester	1	2	3	4
1 Not Graded for MP 1 2016-2017	Unable to write or speak about information from two texts on the same topic.	With teacher support/prompting uses information from two texts to write or speak about the subject.	Adequately uses information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Independently and consistently uses information from two texts on or above grade level to write or speak knowledgeably about a subject with texts on or above grade level.
2	Unable to write or speak about information from two texts on the same topic.	With teacher support/prompting uses information from two texts to write or speak about the subject.	Adequately uses information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Independently and consistently uses information from two texts on or above grade level to write or speak knowledgeably about a subject with texts on or above grade level.
3	Unable to write or speak about information from two texts on the same topic.	With teacher support/prompting uses information from two texts to write or speak about the subject.	Adequately uses information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Independently and consistently uses information from two texts on or above grade level to write or speak knowledgeably about a subject with texts on or above grade level.

Report Card Indicator: Identifies and explains how structures and text features help the reader understand the text.
Standard: RI.4.5



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Trimester	1	2	3	4
1 Not Graded for MP 1 2016-2017	Unable to use text features to help understand and explain a text.	With teacher prompting and support, can use text features to help understand and explain text on or below grade level.	Adequately identifies and uses text features to help further understand texts on grade level.	Independently and consistently uses text structures to further understand and explain the text on above grade level materials.
2	Unable to use text features to help understand and explain a text.	With teacher prompting and support, can use text features to help understand and explain text on or below grade level.	Adequately identifies and uses text features to help further understand texts on grade level.	Independently and consistently uses text structures to further understand and explain the text on above grade level materials.
3	Unable to use text features to help understand and explain a text.	With teacher prompting and support, can use text features to help understand and explain text on or below grade level.	Adequately identifies and uses text features to help further understand texts on grade level.	Independently and consistently uses text structures to further understand and explain the text on above grade level materials.

Foundational Skills

Report Card Indicator: Applies grade- level phonics and word analysis skills in decoding words.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Standard: RF.4.3, RF.4.4				
Trimester	1	2	3	4
1	Unable to apply word analysis strategies to below level texts.	Requires teacher prompting and support to apply word analysis strategies; may only be able to apply with below level texts.	Adequately applies word analysis strategies with on grade level texts.	Independently and consistently applies word analysis strategies with above grade level texts.
2	Unable to apply word analysis strategies to below level texts.	Requires teacher prompting and support to apply word analysis strategies; may only be able to apply with below level texts.	Adequately applies word analysis strategies with on grade level texts.	Independently and consistently applies word analysis strategies with above grade level texts.
3	Unable to apply word analysis strategies to below level texts.	Requires teacher prompting and support to apply word analysis strategies; may only be able to apply with below level texts.	Adequately applies word analysis strategies with on grade level texts.	Independently and consistently applies word analysis strategies with above grade level texts.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Report Card Indicator: Reads accurately and fluently to support comprehension.				
Standard: RF.4.4				
Trimester	1	2	3	4
1	Using grade level texts, reads slowly and inaccurately with little or no expression.	With teacher prompting and support, reads some words accurately with some expression with below level texts. May not heed punctuation.	Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds most punctuation.	Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation.
2	Using grade level texts, reads slowly and inaccurately with little or no expression.	With teacher prompting and support, reads some words accurately with some expression with below level texts. May not heed punctuation.	Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds most punctuation.	Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation.
3	Using grade level texts, reads slowly and inaccurately with little or no expression.	With teacher prompting and support, reads some words accurately with some expression with below level texts. May not heed punctuation.	Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds most punctuation.	Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation.

MPS Fourth Grade

Writing

Writing

Report Card Indicator: Writes to communicate ideas and information effectively.				
Standard: W.4.1, W.4.2, W.4.3				
Trimester	1	2	3	4
1	Unable to write for a specific purpose.	Can write for a specific purpose that has been taught. May not be organized or in paragraph form.	Independently and consistently can write to a specific purpose that has been taught and includes at least three paragraphs with details .	Independently and consistently can write to a specific purpose that has been taught and includes four paragraphs with strong language and supporting details .
2	Can write for a specific purpose with teacher prompting and support using several sentences. May not be organized or in paragraph form.	Can write two to three paragraphs with a beginning middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes at least four paragraphs with details .	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with strong language and supporting details .
3	Can write two to three paragraphs with a beginning middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes at least four paragraphs with details .	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with strong language and supporting details .	Independently and consistently can write to a specific purpose that has been taught and includes five or more paragraphs with strong language and supporting details .



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Report Card Indicator: Produces writing in which the development and organization are appropriate to the task, purpose, and audience.				
Standard: W.4.4, W.4.10				
Trimester	1	2	3	4
1	Unable to apply learned writing strategies.	With teacher prompting and support, applies learned writing strategies occasionally. Writing often lacks focus and development.	Follows the steps of the writing process. Produces published work that is clear and coherent and appropriate to task, purpose, and audience. Incorporates some feedback from peers/teacher.	Independently and consistently applies learned writing strategies at a more sophisticated level. Produces published work that is clear and coherent and appropriate to task, purpose, and audience.
2	Unable to apply learned writing strategies.	With teacher prompting and support, applies learned writing strategies occasionally. Writing often lacks focus and development.	Follows the steps of the writing process. Produces published work that is clear and coherent and appropriate to task, purpose, and audience. Incorporates some feedback from peers/teacher.	Independently and consistently applies learned writing strategies at a more sophisticated level. Produces published work that is clear and coherent and appropriate to task, purpose, and audience.
3	Unable to apply learned writing strategies.	With teacher prompting and support applies learned writing strategies occasionally. Writing often lacks focus and development.	Follows the steps of the writing process. Produces published work that is clear and coherent and appropriate to task, purpose, and audience. Incorporates some feedback from peers/teacher.	Independently and consistently applies learned writing strategies at a more sophisticated level. Produces published work that is clear and coherent and appropriate to task, purpose, and audience.

Report Card Indicator: Strengthens writing by planning, revising, editing, and rewriting.

Standard: W.4.5				
Trimester	1	2	3	4
1	Rarely able to edit or revise writing, even with teacher prompting and support (modeling, checklists, conferences).	<u>Requires</u> teacher prompting and support (modeling, checklists, conferences), to edit and revise. Unable to peer edit.	Is a d e q u a t e l y able to edit or revise writing. Is able to edit with peers and rewrite for a specific purpose. Uses capitalization and punctuation in writing.	Independently and consistently can edit and revise writing. Discusses feedback effectively with peers. Consistently uses capitalization and grade appropriate punctuation in writing.
2	Rarely able to edit or revise writing, even with teacher prompting and support (modeling, checklists, conferences).	<u>Requires</u> teacher prompting and support (modeling, checklists, conferences), to edit and revise. Unable to peer edit.	Is a d e q u a t e l y able to edit or revise writing. Is able to edit with peers and rewrite for a specific purpose. Uses capitalization and punctuation in writing.	Independently and consistently can edit and revise writing. Discusses feedback effectively with peers. Consistently uses capitalization and grade appropriate punctuation in writing.
3	Rarely able to edit or revise writing, even with teacher prompting and support (modeling, checklists, conferences).	<u>Requires</u> teacher prompting and support (modeling, checklists, conferences), to edit and revise. Unable to peer edit.	Independently and consistently can edit and revise writing. Can collaborate with peers and provide feedback. Uses capitalization and punctuation in writing.	Independently and consistently can edit and revise writing. Discusses feedback effectively with peers. Consistently uses capitalization and grade appropriate punctuation in writing. Self and peer editing/revision is done at more sophisticated levels.

Report Card Indicator: Conducts short research projects that build knowledge through investigation of different aspects of a topic.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Standard: W.4.7				
Trimester	1	2	3	4
1				
2 Not Graded for MP 2 2016-2017	Provides minimal details to support a topic.	With teacher prompting and support, provides more details, examples from texts and/or research to support a topic.	Provides strong and meaningful details, examples from texts and/or research to support a topic in writing.	Independently and consistently provides strong, meaningful and expanded details, examples from texts and/or research to support a topic.
3	Provides minimal details to support a topic.	With teacher prompting and support, provides limited details, examples from texts and/or research to support a topic.	Provides strong and meaningful details, examples from texts and/or research to support a topic. Writing volume and stamina have increased.	Independently and consistently provides strong meaningful and expanded details, examples from texts and/or research to support a topic. Writing and volume and stamina have increased.

Report Card Indicator: Takes notes and gathers information from print/digital sources and personal experiences; categorizes information and cites sources.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Standards: W.4.8; W.4.9				
Trimester	1	2	3	4
1				
2	Is unable to use print/digital information as a source. May use some personal experiences.	With guidance and support can gather limited information from print/digital sources and personal experiences.	Recalls information from print/digital sources and personal experiences. Takes notes on sources and sorts information into categories. Cites information source(s).	Independently gathers information from print/digital sources and can analyze, synthesize and paraphrase notes. Cites information source(s).
3	Is unable to use print/digital information as a source. May use some personal experiences.	With guidance and support can gather limited information from print/digital sources and personal experiences.	Recalls information from print/digital sources and personal experiences. Takes notes on sources and sorts information into categories. Cites information source(s).	Independently gathers information from print/digital sources and can analyze, synthesize and paraphrase notes. Cites information source(s).

Language

Report Card Indicator: Demonstrates a command of grade-level conventions of standard English grammar and usage.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Standard: L.4.1				
Trimester	1	2	3	4
1	Sentence structure is simplistic. Sentences do not always have correct subject-verb and pronoun agreement.	With teacher prompting and support, can produce sentences. Attempts to write sentences having correct subject-verb and pronoun agreement.	Produces sentences with expected grade-level conventions of standard English grammar and usage. Sentences have correct subject-verb and pronoun agreement.	Independently and consistently produces a variety of complete sentences that are well structured at a more sophisticated level.
2	Sentence structure is simplistic. Sentences do not always have correct subject-verb and pronoun agreement.	With teacher prompting and support, can produce sentences. Attempts to write sentences having correct subject-verb and pronoun agreement.	Produces sentences with expected grade-level conventions of standard English grammar and usage. Sentences have correct subject-verb and pronoun agreement.	Independently and consistently produces a variety of complete sentences that are well structured at a more sophisticated level.
3	Sentence structure is simplistic. Sentences do not always have correct subject-verb and pronoun agreement.	With teacher prompting and support, can produce sentences. Attempts to write sentences having correct subject-verb and pronoun agreement.	Produces sentences with expected grade-level conventions of standard English grammar and usage. Sentences have correct subject-verb and pronoun agreement.	Independently and consistently produces a variety of complete sentences that are well structured at a more sophisticated level.

Report Card Indicator: Acquires and uses grade-level vocabulary.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Standard: L.4.4, L.4.5, L.4.6				
Trimester	1	2	3	4
1	Vocabulary is below grade level standards.	With teacher prompting and support, begins to use grade-level vocabulary in writing. Begins to use Greek and Latin affixes and roots as clues to the meanings of words.	Acquires and uses grade-appropriate academic and domain specific words. Uses common Greek and Latin affixes and roots as clues to the meaning of a word. Demonstrates understanding of figurative language.	Acquires and accurately uses grade-appropriate academic and domain specific words. Independently uses learned vocabulary in writing in more sophisticated ways including figurative language.
2	Vocabulary is below grade level standards.	With teacher prompting and support, begins to use grade-level vocabulary in writing. Begins to use Greek and Latin affixes and roots as clues to the meanings of words.	Acquires and uses grade-appropriate academic and domain specific words. Uses common Greek and Latin affixes and roots as clues to the meaning of a word. Demonstrates understanding of figurative language.	Acquires and accurately uses grade-appropriate academic and domain specific words. Independently uses learned vocabulary in writing in more sophisticated ways including figurative language.
3	Vocabulary is below grade level standards.	With teacher prompting and support, begins to use grade-level vocabulary in writing. Begins to use Greek and Latin affixes and roots as clues to the meanings of words.	Acquires and uses grade-appropriate academic and domain specific words. Uses common Greek and Latin affixes and roots as clues to the meaning of a word. Demonstrates understanding of figurative language.	Acquires and accurately uses grade-appropriate academic and domain specific words. Independently uses learned vocabulary in writing in more sophisticated ways including figurative language.

Report Card Indicator: Applies correct spelling of grade-level words in written work.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Standard: L.4.2				
Trimester	1	2	3	4
1	Unable to use learned spelling skills. Unable to capitalize words as needed or use grade level punctuation.	Uses some learned spelling skills. Attempts to capitalize words as needed. Inconsistent with grade level punctuation.	Uses learned spelling skills. Occasional errors may occur. Capitalizes most words as needed. Uses punctuation that has been taught in writing.	Uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.). Consistently capitalizes all words as needed. Independently uses punctuation.
2	Unable to use learned spelling skills. Unable to capitalize words as needed or use grade level punctuation.	Uses some learned spelling skills. Attempts to capitalize words as needed. Inconsistent with grade level punctuation.	Uses learned spelling skills. Occasional errors may occur. Capitalizes most words as needed. Uses punctuation that has been taught in writing.	Uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.). Consistently capitalizes all words as needed. Independently uses punctuation.
3	Unable to use learned spelling skills. Unable to capitalize words as needed or use grade level punctuation.	Uses some learned spelling skills. Attempts to capitalize words as needed. Inconsistent with grade level punctuation.	Uses learned spelling skills. Occasional errors may occur. Capitalizes most words as needed. Uses punctuation that has been taught in writing.	Uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.). Consistently capitalizes all words as needed. Independently uses punctuation.

Listening and Speaking

Report Card Indicator: Effectively participates in discussions within a group.

Standards: SL. 4. 1



MONROE PUBLIC SCHOOLS
MONROE, CONNECTICUT

Trimester	1	2	3	4
1	Seldom participates in group discussions. Does not follow agreed upon rules.	Participates in discussions. Requires reminders to follow agreed upon rules of discussion.	Participates frequently in discussions and comes prepared by having read or studied required material. Follows agreed upon rules of discussion.	Discussions are thought provoking. Follows agreed upon rules of discussion. Will also ask and answer questions to contribute to the discussion. Builds on another's point of view.
2	Seldom participates in group discussions. Does not follow agreed upon rules.	Participates in discussions. Requires reminders to follow agreed upon rules of discussion	Participates frequently in discussions and comes prepared by having read or studied required material. Follows agreed upon rules of discussion. Builds on another's point of discussion. Follows agreed upon rules of discussion.	Discussions are thought provoking. Follows agreed upon rules of discussion. Will also ask and answer questions to contribute to the discussion. Builds on another's point of view. Participates in collaborative discussions with diverse partners.
3	Seldom participates in group discussions. Does not follow agreed upon rules.	Participates in discussions. Requires reminders to follow agreed upon rules of discussion	Participates frequently in discussions and comes prepared by having read or studied required material. Follows agreed upon rules of discussion. Builds on another's point of discussion. Follows agreed upon rules of discussion.	Discussions are thought provoking. Follows agreed upon rules of discussion. Will also ask and answer questions to contribute to the discussion. Builds on another's point of view. Participates in collaborative discussions with diverse partners.

Report Card Indicator: Paraphrases a text read aloud or information presented in various formats.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Standards: SL.4.2, SL.4.3				
Trimester	1	2	3	4
1	Has difficulty with paraphrasing text read aloud or information presented in various formats.	With prompting and support works to paraphrase portions of a text read aloud or information presented in various formats.	Able to paraphrase portions of a text read aloud or information presented in various formats. Provides evidence from the speaker.	Paraphrases portions of a text read aloud or from information presented in various formats in order to summarize or state a point of view. Identifies reasons and evidence a speaker provides to support particular points.
2	Has difficulty with paraphrasing text read aloud or information presented in various formats.	With prompting and support works to paraphrase portions of a text read aloud or information presented in various formats.	Able to paraphrase portions of a text read aloud or information presented in various formats. Provides evidence from the speaker.	Paraphrases portions of a text read aloud or from information presented in various formats in order to summarize or state a point of view. Identifies reasons and evidence a speaker provides to support particular points.
3	Has difficulty with paraphrasing text read aloud or information presented in various formats.	With prompting and support works to paraphrase portions of a text read aloud or information presented in various formats.	Able to paraphrase portions of a text read aloud or information presented in various formats. Provides evidence from the speaker.	Paraphrases portions of a text read aloud or from information presented in various formats in order to summarize or state a point of view. Identifies reasons and evidence a speaker provides to support particular points.

Report Card Indicator: Presents information with appropriate facts, and relevant, descriptive details.
Standards: SL.4.4



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Trimester	1	2	3	4
1	Has difficulty presenting a story with relevant facts and details.	With prompting and support presents information with relevant facts and details.	Presents information from a story, or recounts an experience with appropriate facts and relevant details.	Consistently presents information from a story, or recounts an experience with appropriate facts and relevant details to support main ideas or themes.
2	Has difficulty presenting a story with relevant facts and details.	With prompting and support presents information with relevant facts and details.	Presents information from a story, or recounts an experience with appropriate facts and relevant details.	Consistently presents information from a story, or recounts an experience with appropriate facts and relevant details to support main ideas or themes.
3	Has difficulty presenting a story with relevant facts and details.	With prompting and support presents information with relevant facts and details.	Presents information from a story, or recounts an experience with appropriate facts and relevant details.	Consistently presents information from a story, or recounts an experience with appropriate facts and relevant details to support main ideas or themes.

Report Card Indicator: Speaks clearly with appropriate pace, volume, and expression.

Standards: SL.4.6



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Trimester	1	2	3	4
1	Does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.	Requires prompting and support to speak with some details and express thought s clearly.	Describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion. Uses appropriate pace, volume and expression in speaking.	Describes and expresses thoughts and feelings appropriately. Ideas are clear, engaging and relevant to the topics. Uses appropriate pace, volume and expression in speaking.
2	Does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.	Requires prompting and support to speak with some details and express thought s clearly.	Describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion. Uses appropriate pace, volume and expression in speaking.	Describes and expresses thoughts and feelings appropriately. Ideas are clear, engaging and relevant to the topics. Uses appropriate pace, volume and expression in speaking.
3	Does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.	Requires prompting and support to speak with some details and express thought s clearly.	Describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion. Uses appropriate pace, volume and expression in speaking.	Describes and expresses thoughts and feelings appropriately. Ideas are clear, engaging and relevant to the topics. Uses appropriate pace, volume and expression in speaking.

Revised 10-10-2016

Revised Draft - 10-10-2016