

Fourth Grade Standards

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For informational texts, the student reads and comprehends in order to develop understanding and expertise, and produces evidence of reading that:

Element	What Does This Really Mean?	How Will You Assess It?
a. Locates facts that answer the reader's questions.	The student is metacognitive about the questions he asks as he reads informational text. He can locate facts to answer his own questions. The reader might find the answers: RT-right there AM- author & me TS-think & search OMO-on my own	Reading response journals (informal assessment) T-Charts: My Questions/Facts (constructed response) Sticky notes with questions recorded and answers tabbed. (constructed response)
b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).	The student can identify topic sentences, paragraphs, concluding sentences and the glossary. The student can use the topic sentences, paragraphs, concluding sentences and glossary to gather information.	Highlight textual features in lifted text to show important information (constructed response) Written responses to reading (constructed responses) Multiple choice quiz (selected response)
c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).	The student can identify and use graphic features to gather information.	Uses a graphic organizer to answer written/oral questions (selected response) Discussion on a topic: students directed to use graphic features to give evidence of thinking (informal assessment) Write a summary of the information presented in a graphic feature (constructed response)
d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).	The student identifies the organizational structure of an informational text and uses the structure to comprehend the text.	Use a flow map or timeline to retell events in chronological order. (constructed response) Graphic organizer to show cause & effect events (constructed response) Work with a partner to orally retell events in order (informal assessment) Wax Museum historical figure telling about his/her life (performance assessment)

<p>e. Distinguishes cause from effect in context.</p>	<p>The student will use text evidence to show the causes from the effects of an event.</p>	<p>Cause & effect graphic organizer (constructed response) Work in small groups to generate large cards of cause & effects of an event. Present the cause and effects of the event by standing in line together and telling what happened. (performance assessment)</p>
<p>f. Summarizes main ideas and supporting details.</p>	<p>The student will summarize reading by using main ideas and supporting details.</p>	<p>New American Lecture showing main ideas and supporting details (constructed response) T-Chart: Main Idea/Supporting Details (constructed response) Written summary (constructed response) Two way share between partners (informal assessment)</p>
<p>g. Makes perceptive and well-developed connections.</p>	<p>The student makes insightful, clearly thought out connections.</p>	<p>Reading response journal (constructed response) One-to-one conferencing (informal assessment)</p>
<p>h. Distinguishes fact from opinion or fiction.</p>	<p>The student can determine facts from opinion or fiction.</p>	<p>2 column graphic organizer: Fact/Opinions (constructed response) Multiple choice test (selected response) Oral Performance: Two students orally give facts or opinion on a topic. Listeners have to determine facts and opinions. (performance task, informal assessment)</p>

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ELA4R1 The student produces informational writing (e.g. report, procedures, correspondence) that

Element	What Does This Really Mean?	How Will You Assess It?
<p>a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</p>	<p>This means: Hook your reader! Identify the topic (choose what you want to write about). Use words to reflect the writer's personality and keep the reader's interest ALL the way through the story.</p>	<ul style="list-style-type: none"> ▪ Conferencing peer and teacher (informal assessment) ▪ Provide checklist to students (informal assessment) ▪ Rubric (informal assessment) ▪ Provide beginnings from literature and have students provide the commentary as to why it is or is not engaging. Have students rewrite the less engaging beginnings. (constructed response)
<p>b. Frames a central question about an issue or situation.</p>	<p>This means: Choose a focus (topic) and stick with it through the whole paper.</p>	<ul style="list-style-type: none"> ▪ Conferencing peer and teacher (informal assessment) ▪ Provide checklist to students (informal assessment) ▪ Uses a KWL chart of narrow questions about a topic (constructed response) ▪ Brainstorms questions about a topic and choose an overarching question. (constructed response)
<p>c. Creates an organizing structure appropriate to a specific purpose, audience, and context.</p>	<p>This means: Choose the way the information will be presented, for example question and answer, main idea and details, timelines, charts, graphs, brochures, etc. in keeping with the purpose and content of your piece.</p>	<ul style="list-style-type: none"> ▪ Conferencing peer and teacher (informal assessment) ▪ Provide a checklist to students (informal assessment) ▪ Rubric (informal assessment) ▪ Present a variety of texts in a variety of organizations and have students identify. (selected response) ▪ Present topics and have students identify the best organizing structure to present the information. (selected response) ▪ Take a paragraph and cut it apart, allow students to put it back together in an

		<p>organized way. (performance task)</p> <ul style="list-style-type: none"> ▪ Provide students with appropriate graphic organizers (constructed response)
d. Includes appropriate facts and details.	This means: All of the facts and details support the main topic.	<ul style="list-style-type: none"> ▪ Conferencing peer and teacher (informal assessment) ▪ Provide checklist to students (informal assessment) ▪ Rubric (informal assessment)
e. Excludes extraneous details and inappropriate information.	This means: All facts and details that do not support the main idea are taken out.	<ul style="list-style-type: none"> ▪ Conferencing peer and teacher (informal assessment) ▪ Provide checklist to students (informal assessment) ▪ Rubric (informal assessment) ▪ Students purposely write a short piece with extraneous details and have their peers identify the details that don't belong. (constructed response)
f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.	This means: Use more than one strategy- using facts and supporting details, describing and evaluating the subject, and/or telling a story that connects to the topic	<ul style="list-style-type: none"> ▪ Conferencing peer and teacher (informal assessment) ▪ Provide checklist to students (informal assessment) ▪ Rubric (informal assessment)
g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.	This means: You have to use more than one source of information	<ul style="list-style-type: none"> ▪ Conferencing peer and teacher (informal assessment) ▪ Provide checklist to students (informal assessment) ▪ Rubric (informal assessment)
h. Provides a sense of closure	This means: You wrap up the paper and leave the reader feeling satisfied.	<ul style="list-style-type: none"> ▪ Conferencing peer and teacher (informal assessment) ▪ Provide checklist to students (informal assessment) ▪ Rubric (informal assessment) ▪ Students are provided with a variety of text and identify the type of closure the writer used. (constructed response)

