

Fourth Grade Literacy Report Card Categories

Fourth Grade Standards	Student-Friendly I Can Statements
Reading Foundational Skills	
<p><u>Fluency</u> RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • I can read with purpose and understanding • I can read grade-level text fluently and show comprehension through voice, timings, and expression • I can recognize when a word I have read does not make sense within the text • I can self-correct misread or misunderstood words using context clues • I can reread with corrections when necessary • I can read prose and poetry aloud with accuracy, rate and expression • I can use context to know if I am reading accurately and can self-correct when necessary
Reading Literature	
<p><u>Key Ideas & Details</u> RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>	<ul style="list-style-type: none"> • I can use the details and examples in the text to explain or infer meaning • I can define inference and explain how a reader uses details and examples from a text to reach a logical conclusions • I can read closely and find answers explicitly in text • I can read closely and find answers that require an inference • I can analyze an author's words and refer to details and examples needed to support both explicit and inferential question • I can determine the main idea of what I read and explain to my teacher or a peer using details from the text • I can create a summary of the information without telling every detail • I can analyze details in a text to determine a theme • I can define summary • I can write a summary using details from the text • I can use specific events and ideas from the informational reading that I do to explain what happened and why • I can identify characters, setting, and events in a story or drama • I can locate sections of a text where characters, settings, or events are described • I can use specific details from text to describe characters, settings, or events

<p><u>Craft & Structure</u> RL.4.5 Explain major differences in poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<ul style="list-style-type: none"> • I can tell my teacher or a friend about the different parts of poems and plays that I read • I can recognize that poems, drama, and prose use different structural elements • I can identify common structural elements of poems and dramas • I can refer to the structural elements of a poem or dram when explaining their differences • I can compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations • I can identify basic points of view as first person and third person • I can determine a narrator's or speaker's point of view in the story • I can compare the point of view in different stories • I can contrast the point of view in different stories
<p><u>Range of Reading and Level of Text Complexity</u> RL.4.10 By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> • I can read and understand stories at my grade level • I can read a variety of informational texts at many levels with and without the support of my teacher • I can read a variety of informational texts as needed at the high end of my range • I can reread text to find more information or clarify ideas
Reading Informational Text	
<p><u>Key Ideas & Details</u> RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<ul style="list-style-type: none"> • I can use the details and examples in the text to explain or infer meaning • I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion ("based on what I've read, it's most likely true that...") • I can read closely to find answers explicitly in text (right there answers) • I can read closely and find answers that require an inference • I can analyze an author's words and find details and examples to support both explicit and inferential questions • I can determine the main idea of what I read and explain to my teacher or a peer using details from the text • I can define main idea • I can define summary • I can write a summary stating the key points of a text • I can use specific events and ideas from the informational reading that I do to explain what happened and why • I can identify events, procedures, ideas, and/or concepts in different types of text

<p><u>Craft & Structure</u></p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p>	<ul style="list-style-type: none"> • I can determine the meaning of words when I read aloud science, social studies or other nonfiction grade level texts • I can identify general academic words and phrases in a text • I can use various strategies to determine the meaning of general academic and domain specific words and phrases in a text • I can locate and use resources to assist me in determining the meaning of unknown words • I can describe the sequence of events, cause and effect or problem and solution in informational texts that I read • I can identify and explain different structures used in informational text • I can determine the overall structure found in an informational text • I can describe how events, ideas, concepts, or information are structured in a text
<p><u>Integration of Knowledge and Ideas</u></p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> • I can recognize that authors use various formats when presenting information • I can interpret the nonfiction features and explain how the information helps my understanding of the text • I can locate information from two texts on the same topic • I can determine which pieces of information best support my topic • I can integrate information from two texts to display my knowledge of the topic when writing or speaking
<p><u>Range of Reading and Level of Text Complexity</u></p> <p>RI.4.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> • I can read and understand informational texts at my grade level • I can read a variety of informational texts at many levels with and without support • I can read a variety of informational texts as needed at the high end of my range • I can use reading strategies to help me understand difficult complex text
<p>Writing</p>	
<p><u>Opinion</u></p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<ul style="list-style-type: none"> • I can determine my opinion or point of view on a topic or text • I can include my opinion within the introduction of the topic when writing an argument • I can organize my ideas when writing an argument • I can support my opinion with facts and details when writing an argument • I can link opinion and reasons when writing an argument • I can write a concluding statement or paragraph to support my opinion when writing an argument

<p><u>Informative</u> W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<ul style="list-style-type: none"> • I can select a topic and gather information to share with my audience • I can define common formatting structures and determine the best structure that will allow me to organize my information • I can introduce an informational topic clearly and organized information in paragraphs and sections • I can include informational text features and multimedia to help my reader to better understand my message • I can use facts, definitions, details, quotations and examples to develop an informational topic • I can link ideas when writing an informational piece • I can use topic specific language and vocabulary • I can write a concluding statement or paragraph to support my topic when writing an informational piece
<p><u>Narrative</u> W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<ul style="list-style-type: none"> • I can introduce my reader to the topic by clearly identifying the characters, setting, plot, narrator, sensory details, and sequence of events • I can orient (set the scene for) the reader by introduction the narrator, characters, and the event/situation that starts the story in motion • I can describe experiences and events through character dialogue helping my reader to better understand • I can use a variety of transitional words and phrases to organize the sequence of events • I can use specific words or phrases and sensory details to describe experiences and events in narrative writing • I can write a logical conclusion when writing a narrative piece
<p><u>Research</u> W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> • I can define research and explain how research is different from other types of writing • I can focus my research around a question/topic that is provided to determine my own research worthy question • I can gather a variety of information about my research topic • I can recall and gather important information from print and digital sources • I can take notes and organize information and list the sources that I have used • I can sort the information from my notes into provided categories • I can prepare a list of sources used during my research • I can define textual evidence ("word for word" support) • I can determine textual evidence that supports my analysis, reflection, and/or research • I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research

Speaking & Listening	
<p><u>Comprehension & Collaboration</u></p> <p>SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on each other's ideas and expressing their own clearly.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> • I can quote accurately from the text to explain or infer meaning • I can use the details and examples in the text to explain or infer meaning • I can use the details and examples in the text from what I read to explain the meaning of the text • I can use details from the text to explain what I read • I can listen and retell important information • I can identify information from a text being read aloud • I can identify information that is presented in different formats • I can paraphrase the information gathered to Determine the main idea and support details • I can identify the points being made by the speaker • I can determine the reasons and evidence a speaker uses to support particular points
<p><u>Presentation of Knowledge and Ideas</u></p> <p>SL.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.</p>	<ul style="list-style-type: none"> • I can present on a topic in an organized manner, using details to support my topic • I can speak clearly at an understandable pace while presenting my information

Language	
<p><u>Conventions of Standard English</u></p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> • I can use relative pronouns to join clauses together • I can use relative pronouns when referring to something or someone that has been mentioned. • I can use correct verb tense when speaking and writing • I can use verb phrases correctly to express a need or for something to be considered • I can correctly use lists of adjectives when describing a noun when I speak or in my writing • I can use prepositional phrases to add details and clarity when I speak or in my writing • I can create complete sentences and fix sentences that may be incomplete or run-on • I can correctly use homophones when I speak and in my Writing • I can correctly use capitalization rules when writing • I can correctly use commas and quotation marks to show when someone is talking • I can correctly use a comma before conjunctions to correctly bring two related thoughts together • I can spell grade level words correctly and use a spelling reference when needed
<p><u>Vocabulary Acquisition and Use</u></p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> • I can use context clues to understand a meaning of a new word • I can understand words with suffixes and prefixes added to them • I can use root/base words to figure our new words • I can use dictionaries or the Internet to find the meanings of words and phrases • I can define an identify similes and metaphor's within a text • I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean) • I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning • I can explain the difference between synonyms and antonyms • I can use my knowledge of synonyms and antonyms to demonstrate my understanding of words • I can use Greek and Latin affixes and roots to help me create meaning when I read • I can use reference materials to find the pronunciation and meaning of key words and phrases