

4th Grade ELA

Levels of Understanding

How is my understanding of 4th Grade Reading Literature standards?

RL 4.1: Refer to details and examples in a fictional text when explaining what the text says explicitly and when drawing inferences from the text.

I am a level 3 when I can do the following on my own:

- Make and revise predictions
- Reference the text when explaining and justifying answers
- Reference the text when making inferences

I am a level 2 progressing toward grade level when I:

- Locate text evidence when answering questions
- Ask and answer questions about specific details of the story
- Ask questions before, during and after reading.
- Understand how to make an inference

RL 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

I am a level 3 when I can do the following on my own:

- Determine the theme of literary texts
- Identify difference between theme and details in a story
- Summarize the story including theme and how it's shown using key details

I am a level 2 progressing toward grade level when I:

- List common themes
- Identify the central message in a story
- Provide a recount of a story

RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

I am a level 3 when I can do the following on my own:

- Identify important and specific details that support key ideas
(plot, climax, resolution, character development)
- Identify and describe the plot events in a story or drama
- Describe the setting referencing specific details
- Describe characters referencing specific details

I am a level 2 progressing toward grade level when I:

- Identify the main character(s) and setting
- Identify dialogue, actions, and thoughts of a character
- Identify the major events of the story

- Understand cause and effect relationship

RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

I am a level 3 when I can do the following on my own:

- Identify different types of literature: dramas, poems, prose, etc.
- Describe the structural elements of poems
- Explain the major differences in the structural elements between poems, dramas, and prose

I am a level 2 progressing toward grade level when I:

- Identify the structure of poetry
- Identify different types of poems
- Understand that a drama has characters, settings, descriptions, dialogue etc.

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.

I am a level 3 when I can do the following on my own:

- Identify the author's purpose for writing a text
- Distinguish between first-person and third-person narration
- Compare and contrast characteristics among different stories' points of view

I am a level 2 progressing toward grade level when I:

- Identify the point of view the story is told
- Identify a character's perspective
- List characteristics of first person point of view and third person point of view

RL 4.9: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

I am a level 3 when I can do the following on my own:

- Compare and contrast how the author develops similar themes
- Compare and contrast patterns and themes found in myths
- Compare and contrast patterns and themes found in cultures

I am a level 2 progressing toward grade level when I:

- Identify topics that are repeated across different folktales
- Understand characters' actions and reactions to events help understanding the development of a theme
- Identify the characteristics of a folktale (myths, legends, fables)

How is my understanding of 4th Grade **Reading Informational** standards?

RI 4.1: Refer to details and examples in a nonfiction text when explaining what the text says explicitly and when drawing inferences from the text.

I am a level 3 when I can do the following on my own:

- Make, test, and revise predictions
- Reference the text when explaining and justifying answers
- Make inferences about the author's decisions and content of a text
- Reference the text when making inferences

I am a level 2 progressing toward grade level when I:

- Locate text evidence when answering questions
- Ask and answer questions about specific details
- Understand how to make an inference

RI 4.2: Determine the main ideas of a nonfiction text and explain how it is supported by key details; summarize the text.

I am a level 3 when I can do the following on my own:

- Determine the main idea of an informational text
- Determine the key details that support the main idea
- Summarize the text including the main idea and key details

I am a level 2 progressing toward grade level when I:

- Understand the difference in a main idea and details
- Understand the main idea of the text is a central thought or point the author is trying to make
- Provide a recount of a nonfiction text
- Use text features to help determine main idea
- Understand cause and effect relationships

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.

I am a level 3 when I can do the following on my own:

- Identify text structures an author uses
(cause & effect, problem & solution, compare & contrast, description, procedural)
- Explain how key ideas, events, and steps are connected
- Use specific information to support what and why events, ideas, or procedures happened

I am a level 2 progressing toward grade level when I:

- Identify characteristics of informational texts
- Identify type of nonfiction text (scientific, technical, historical)

- Understand how to identify process/steps, key idea/concept, and events
- Understand that authors use key transition words

RI 4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

I am a level 3 when I can do the following on my own:

- Identify important details which show the author's purpose
- Identify firsthand and secondhand accounts of an event
- Compare and contrast the information provided in different accounts of the same event

I am a level 2 progressing toward grade level when I:

- Understand author's write from different points of view
- Identify the author's writing purpose (persuade, inform, entertain, explain, or describe)
- Identify statements as a fact or opinion
- Identify texts as a first hand account (letters, diary entries, speeches) or secondhand account (articles, history books, biographies)

RI 4.8: Explain how an author uses reasons and evidence to support particular points in a text.

I am a level 3 when I can do the following on my own:

- Identify key points within an information text
- Tell the difference between relevant and irrelevant information
- Explain how an author supports particular points with reasons or evidence

I am a level 2 progressing toward grade level when I:

- Understand the difference in reasons and evidence
- Identify given details as relevant or irrelevant
- Understand why it's important to support opinions with reasons and evidence

How is my understanding of 4th Grade **Writing** standards?

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

I am a level 3 when I can do the following on my own:

- Introduce a topic clearly while stating an opinion
- Provide reasons supported by facts and details
- Link my opinions and reasons with appropriate words and phrases
- Provide a concluding statement or section about the stated opinion

I am a level 2 progressing toward grade level when I:

- Understand opinion pieces are written to share a viewpoint on a topic
- Identify reasons in a text that support an opinion
- Label and understand the purpose of an introduction and conclusion section for a written opinion piece
- List/identify transition words in a given opinion text

W 4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

I am a level 3 when I can do the following on my own:

- Develop the topic with facts, definitions, details, etc.
- Link ideas within the topic with appropriate words and phrases
- Use specific vocabulary to inform or explain your topic
- Provide an appropriate introduction and concluding statement or section

I am a level 2 progressing toward grade level when I:

- Underline facts or definitions from a text to show details
- Explain how linking words or phrases connect ideas
- Label and understand the purpose of an introduction and conclusion section for an informational text
- Identify why related details are grouped together in sections of an informational text.

W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

I am a level 3 when I can do the following on my own:

- Establish a situation and introduce a narrator or character
- Events are organized and unfold naturally
- Use dialogue and description to develop experiences or events with characters
- Use transitional words or phrases to sequence events
- Use sensory details to convey events
- Provide a conclusion

I am a level 2 progressing toward grade level when I:

- Explain how a narrative can be written to entertain
- Identify narratives as real or imagined
- Use a graphic organizer to sequence events
- Identify transitional words and phrases
- Determine sensory details an author uses for effect
- Explain how the actions, thoughts, and feelings are expressed in a text

W 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

I am a level 3 when I can do the following on my own:

- Analyze a literary or informational text
- Reflect on the text and write about my thoughts
- Produce a research that includes reflection and evidence from the text

I am a level 2 progressing toward grade level when I:

- Identify specific details from a text
- Develop personal thoughts about what is read
- Determine the difference between reasons and evidence