

4th Grade ELA Learning Scales

4th Grade ELA Unit 1	
4.0	<p>The student will:</p> <ul style="list-style-type: none"> • discriminate between relevant and non-relevant information and examples from a text when drawing inferences. (RI.1.1) • trace the development of events in a historical, scientific or technical text and identify the outcome of those events. (RI.1.3)
3.0	<p>The student will:</p> <ul style="list-style-type: none"> • refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.1.1) • 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. (RI.1.3) • 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. (L3.4 a-c) • write informative/explanatory texts to a topic and convey ideas and information clearly. (W1.2 a-e) • draw evidence from informational text to support analysis, reflection, and research. Apply grade 4 reading standards to informational text. (W3.9 b) • 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. (SL1.1 a-d)
2.0	<p>The student will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> • Details, examples text, inferences (RI.1.1) • Events, procedures, ideas, concepts, text, specific information (RI.1.3) • Unknown words and phrases, multiple meaning, context, affixes, roots, reference materials, pronunciation, key words and phrases (L.3.4) • Informative/explanatory text, paragraph, formatting, illustrations, multimedia, facts, definitions, details, quotations, categories (W.1.2) • Evidence, literary, informational text, analysis, reflection, research (W.3.9b) • Topics, text, discussions, roles, comments, remarks (SL.1.1 a-d) <p>The student will perform basic processes such as:</p> <ul style="list-style-type: none"> • refer to details and examples. (RI1.1)

	<ul style="list-style-type: none"> • explain what the text says explicitly. (RI.1.1) • draw inferences from the text. (RI.1.1) • identify events or concepts in an informational text. (RI.1.3) • use context (ex: definition, examples or restatements in text) as a clue to the meaning of a word or phrase. (L.3.4) • use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (L.3.4) • consult reference material, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.3.4) • introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W1.2) • develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W1.2) • link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (W1.2) • use precise language and domain-specific vocabulary to inform about or explain the topic. (W1.2) • provide a concluding statement or section related to the information or explanation presented. (W1.2) • identify information from a literary text. (W3.9b) • come to discussions prepared, having read or studied required materials. (SL1.1 a) • follow agreed upon rules for discussions and carry out assigned roles. (SL1.1 b) • pose and/or respond to specific questions to clarify or follow up on information and make comments that contribute to discussion. (SL1.1 c) • review key ideas and explain their own ideas and understanding in light of the discussion. (SL1.1 d)
1.0	With help, I can do some of the level 3.0 or 2.0 tasks.
0.0	Even with help, I cannot understand or demonstrate the task.

4th Grade ELA Unit 2

4.0	<p>The student will:</p> <ul style="list-style-type: none">discriminate between relevant and non-relevant information and examples from a text when drawing inferences. (RL1.1)trace the development of characters and story elements. (RL1.3)critique the differences the text of a story or drama and a visual or oral presentation of the text, explaining and providing evidence where each version reflects specific descriptions and directions in the text. (RL3.7)
3.0	<p>The student will:</p> <ul style="list-style-type: none">refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL1.1)describe in depth a character, setting, or event in a story or drama drawing on specific details in text. (RL1.3)make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL3.7)demonstrate understanding of word relationships and nuances in word meaning. (L3.5 a-c)write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W1.3 a-e)draw evidence from literary text to support analysis, reflection and research. Apply grade 4 reading standards to literature. (W3.9a)
2.0	<p>The student will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none">Details, examples test, inferences (RL1.1)Character, setting, event, story, drama, details, text, thoughts, words and actions (RL1.3)Connections, story, drama, presentation, version, descriptions, and directions (RL3.7)Simile, metaphor, idiom, adage, proverb (L3.5)Narratives, details, event sequences, situation, narrator, character, dialogue, description, transitional words, conclusion, introduction, concrete words and phrases, sensory details (W1.3)Evidence, literary text, analysis, reflection, research, literature. (W3.9a)

	<p>The student will perform basic processes such as:</p> <ul style="list-style-type: none"> • refer to details and examples. (RL1.1) • explain what the text says explicitly. (RL1.1) • drawing inferences from the text. (RL1.1) • identifying character, settings, events. (RL1.3) <ul style="list-style-type: none"> • list specific details such as a character's thoughts, words or actions. (RL1.3) • make connections. (RL3.7) • identify (descriptions, directions in the text). (RL3.7) • explain the meaning of simple similes and metaphors in context. (L3.5) • recognize and explain the meaning of common idioms, adages and proverbs. (L3.5) • demonstrate understanding of words by relating them to their opposites and to words with similar, but not identical, meaning. (L3.5) • orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W1.3) • use dialogue and description to develop experiences and events or show the responses of characters to situations. (W1.3) • use a variety of transitional words and phrases to manage the sequence of events. (W1.3) • use concrete words and phrases and sensory details to convey experiences and events precisely. (W1.3) • provide a conclusion that follows from the narrated experiences or events. (W1.3) • identify information from a literary text. (W.9a)
1.0	With help, I can do some of level 3.0 or 2.0 tasks.
0.0	Even with help, I cannot understand or demonstrate the task.