# Chelmsford Public Schools
# Grade 4 ELA Report Card Benchmarks
# 2018-2019

| ding Literature & ormational Text | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| ds and Comprehends Grade Level Text<br><br>**Benchmark** | Instructional Level Q | Instructional Level R | Instructional Level S |
| ds and Comprehends Grade Level Text<br><br>**otential Assessment** | Fountas & Pinnell Benchmark Assessment<br><br>Running Records | Fountas & Pinnell Benchmark Assessment<br><br>Running records | Fountas & Pinnell Benchmark Assessment<br><br>Running Records |
| efers to details and mples in a text when explaining and/or mmarizing and when drawing inferences<br><br>**Benchmark** | Summarizes a grade level text across curriculum, including key details.<br>Determines the main idea of a text and explains how it is supported by key details | Summarizes a grade level across curriculum, including key details Determines the theme of a story, drama, or poem using details from the text. Determines the main idea of a text and explains how it is supported by key details. Explains how authors use reasons and evidence to support particular points in a text. | Summarizes a grade level story or informational text, including key details. Determines the theme of a story, drama or poem using details from the text. Determines the main idea of text and explains how it is supported by key details. Explains how authors use reasons and evidence to support particular points in a text. |

# Chelmsford Public Schools
# Grade 4 ELA Report Card Benchmarks
# 2018-2019

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|---|---|---|---|
| efers to details and mples in a text when explaining and/or mmarizing and when drawing inferences<br><br>**otential Assessment** | Daily guided reading<br>Read-aloud<br>1:1 Reading Conference<br>MCAS Practice<br>F&P | Daily guided reading<br>Read-aloud<br>1:1 Reading Conference<br>MCAS Practice<br>F&P | Daily guided reading<br>Read-aloud<br>1:1 Reading Conference<br>MCAS Practice<br>F&P |
| escribes the overall cture of events, ideas, ncepts or information text or part of a text<br><br>**Benchmark** | Identifies and describes characters, setting, and events in a story or drama drawing on specific details from the text. | Identifies and describes characters, setting, and events in a story or drama drawing on specific details from the text.<br>Explains major differences between poems, drama, and prose and refers to the structural elements of poems and dramas.  Describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.<br>Locates and analyzes examples of similes and metaphors in stories, poems, folktales, and plays, and explains how these literacy devices enrich the text. | Identifies and describes characters, setting, and events in a story or drama drawing on specific details from the text. Explains major differences between poems, drama, and prose and refers to the structural elements of poems and dramas.  Describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.<br>Locates and analyzes examples of similes and metaphors in stories, poems, folktales, and plays, and explains how these literacy devices enrich the text. |

# Chelmsford Public Schools
## Grade 4 ELA Report Card Benchmarks
## 2018-2019

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| Determines the meaning of words and phrases as they are used in text<br><br>**Benchmark** | Determines meaning of words and phrases in text using context (e.g. definitions, examples, prefixes, similes) and reference materials (e.g. dictionaries, glossaries) Understand words by relating them to antonyms and synonyms. Determines meaning of academic and content specific words and phrases in informational text. | Determines meaning of words and phrases in text using context (e.g. definitions, examples or restatements) and reference materials (e.g. dictionaries, glossaries, thesauruses) and grade appropriate suffixes, prefixes and roots and idioms Understand words by relating them to antonyms and synonyms. Determines meaning of academic and content specific words and phrases in informational text. | Determines meaning of words and phrases in text using context (e.g. definitions, examples or restatements) and reference materials (e.g. dictionaries, glossaries, thesauruses) and grade appropriate affixes and roots. Understand words by relating them to antonyms and synonyms. Explains the meaning of simple similes and metaphors in text. Explains the meaning of common idioms and proverb. (e.g. Don't count your chickens until they hatch) Determines meaning of academic and content specific words and phrases in informational text. |
| Determines the meaning of words and phrases as they are used in text<br><br>**Potential Assessment** | Journeys<br>1:1 Reading Conference<br>Read-alouds<br>MCAS Practice<br>Guided Reading | Journeys<br>1:1 Reading Conference<br>Read-alouds<br>MCAS Practice<br>Guided Reading | Journeys<br>1:1 Reading Conference<br>Read-alouds<br>MCAS Practice<br>Guided Reading |

# Chelmsford Public Schools
# Grade 4 ELA Report Card Benchmarks
# 2018-2019

| ndational Skills | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| ds with Accuracy and Fluency<br><br>**Benchmark** | Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context.<br>Reads grade level text with accuracy, appropriate rate and expression. | Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context.<br>Reads grade level text with accuracy, appropriate rate and expression. | Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context.<br>Reads grade level text with accuracy, appropriate rate and expression. |
| ds with Accuracy and Fluency<br><br>**tential Assessment** | teacher observation in guided reading<br><br>1:1 Reading Conference<br><br>Fountas and Pinnell Benchmark Assessment<br><br>Running Records | teacher observation in guided reading<br><br>1:1 Reading Conference<br><br>Fountas and Pinnell Benchmark Assessment<br><br>Running Records | teacher observation in guided reading<br><br>1:1 Reading Conference<br><br>Fountas and Pinnell Benchmark Assessment<br><br>Running Records |

# Chelmsford Public Schools
# Grade 4 ELA Report Card Benchmarks
# 2018-2019

| aking & Listening | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| articipates in Class Discussion with viously Read Material; rifies and follows up on information<br><br>**Benchmark** | Follows rules for discussion<br><br>Adds relevant comments that stay on topic.<br><br>Asks and answers questions related to the topic | Follows rules for discussion.<br><br>Adds relevant comments that stay on topic.<br><br>Asks and answers questions related to the topic | Follows rules for discussion.<br><br>Adds relevant comments that stay on topic.<br><br>Asks and answers questions related to the topic |
| articipates in Class Discussion with viously Read Material; rifies and follows up on information<br><br>**otential Assessment** | Guided Reading Groups<br>F&P<br>Text Based<br>Class Discussions | Guided Reading Groups<br>F&P<br>Text Based<br>Class Discussions | Guided Reading Groups<br>F&P<br>Text Based<br>Class Discussions |
| Reports on a topic speaking clearly at nderstandable pace<br><br>**Benchmark** | Speaks clearly at an understandable pace<br>Tells a story and reports on a topic or text with sufficient details. | Speaks clearly at an understandable pace<br>Tells a story and reports on a topic or text with sufficient details and with expression and appropriate volume | Speaks clearly at an understandable pace<br>Tells a story and reports on a topic or text with sufficient details.<br>Includes multimedia components and visual displays in presentations, when appropriate. Considers audience.<br><br>Uses formal English when appropriate to task and situation. |
| Reports on a topic speaking clearly at nderstandable pace<br><br>**otential Assessment** | Oral presentation i.e. book report, research project, sharing writing | Oral presentation i.e. book report, research project, sharing writing | Oral presentation i.e. book report, research project, sharing writing |

# Chelmsford Public Schools
## Grade 4 ELA Report Card Benchmarks
## 2018-2019

| guage | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| ns and uses pronouns, rb tenses, adjectives, adverbs, and epositional phrases in peaking and writing.<br><br>**Benchmark** | Uses appropriate pronouns in daily writing/speaking with growing independence.<br>Adjusts verb tense as needed in daily writing/speaking.<br>Uses descriptive adjectives in daily writing and speaking | Uses appropriate pronouns in daily writing/speaking with growing independence.<br>Adjust verb tense as needed in daily writing/speaking.<br>Uses descriptive adjectives in daily writing and speaking<br>Forms and uses adverbs and prepositional phrases | Uses appropriate pronouns in daily writing/speaking with growing independence.<br>Adjust verb tense as needed in daily writing/speaking.<br>Uses descriptive adjectives in daily writing and speaking<br>Forms and uses adverbs and prepositional phrases. |
| ns and uses pronouns, rb tenses, adjectives, adverbs, and epositional phrases in peaking and writing.<br><br>**otential Assessment** | Teacher observation in whole group and small group lessons.<br><br>Writing across the curriculum in all three genres. | Teacher observation in whole group and small group lessons.<br><br>Writing across the curriculum in all three genres.<br><br>Writing Prompts | Teacher observation in whole group and small group lessons.<br><br>Writing across the curriculum in all three genres.<br><br>Writing Prompts |
| Produces complete entences; Corrects gments and run-ons.<br><br>**Benchmark** | Produces complete sentences in speaking and writing (Simple sentences, punctuation) T<br><br>With support, corrects fragments and run-ons. | Produces different types of complete sentences in speaking and writing (Variety of sentence, punctuation, Simple and Compound) LT<br><br>With support, corrects fragments and run-ons. | Produces complete sentences in speaking and writing (Variety of sentences, Simple, Compound and Complex, and punctuation period, exclamation, question mark) BLT<br><br>Independently corrects fragments and run-ons. |

# Chelmsford Public Schools
# Grade 4 ELA Report Card Benchmarks
# 2018-2019

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| Produces complete sentences; Corrects fragments and run-ons. <br><br> **Potential Assessment** | Teacher observation in whole group and small group lessons. <br><br> Writing across the curriculum in all three genres. | Teacher observation in whole group and small group lessons. <br><br> Writing across the curriculum in all three genres. <br><br> Writing Prompts | Teacher observation in whole group and small group lessons. <br><br> Writing across the curriculum in all three genres. <br><br> Writing Prompts |
| applies grade appropriate spelling patterns in daily writing. <br><br> **Benchmark** | Consistently applies grade appropriate spelling patterns and high frequency words in daily writing so that writing is easy to read and understand | Consistently applies grade appropriate spelling patterns and high frequency words in daily writing so that writing is easy to read and understand | Consistently applies grade appropriate spelling patterns and high frequency words in daily writing so that writing is easy to read and understand |
| applies grade appropriate spelling patterns in daily writing. <br><br> **Potential Assessment** | Writing across the curriculum in all three genres. <br><br> Words Their Way Spelling Inventory | Writing across the curriculum in all three genres. <br><br> Writing Prompts <br><br> Words Their Way Spelling Inventory | Writing across the curriculum in all three genres. <br><br> Writing Prompts <br><br> Words Their Way Spelling Inventory |
| quires and uses grade level vocabulary and phrases. <br><br> **Benchmark** | Uses context clues, common Greek and Latin roots, digital and print reference materials with support <br><br> With support, applies grade appropriate content vocabulary | Uses context clues, common Greek and Latin roots, digital and print reference materials with support <br><br> With support, applies grade appropriate content vocabulary | Uses context clues, common Greek and Latin roots, digital and print reference materials <br><br> Applies grade appropriate content vocabulary |
| quires and uses grade level vocabulary and phrases. <br><br> **Potential Assessment** | Writing across the curriculum in all three genres. | Writing across the curriculum in all three genres. <br><br> Writing Prompts | Writing across the curriculum in all three genres. <br><br> Writing Prompts |

# Chelmsford Public Schools
# Grade 4 ELA Report Card Benchmarks
# 2018-2019

# Chelmsford Public Schools
# Grade 4 ELA Report Card Benchmarks
# 2018-2019

| ting | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| ntroduces the Topic Clearly<br><br>**Benchmark** | Writes an introductory sentence that names a topic or event as pertaining to the genre with some support. | Writes an introductory paragraph that names a topic or event as pertaining to the genre with minimal support. | Independently writes an introductory paragraph that names a topic or event as pertaining to the genre independently and consistently. |
| ntroduces the Topic Clearly<br><br>otential Assessment | Writing across the curriculum in all three genres. | Writing across the curriculum in all three genres.<br><br>Writing Prompts | Writing across the curriculum in all three genres.<br><br>Writing Prompts |
| Develops the topic oviding reasons, facts events appropriately.<br><br>**Benchmark** | Provides 3 reasons, facts, definitions or events connecting to the main ideas as pertaining to the genre<br>Narrative writing should include actions, thoughts and feelings | Provides 3 reasons, facts, definitions or events connecting to the main ideas as pertaining to the genre<br>Narrative writing should include actions, thoughts and feelings | Provides 3 reasons, facts, definitions or events connecting to the main ideas as pertaining to the genre<br>Narrative writing should include actions, thoughts and feelings<br>Reasons, facts/definitions, or events can be easily pictured in the reader's mind due to sufficient use of relevant details. |
| Develops the topic oviding reasons, facts events appropriately.<br><br>otential Assessment | Writing across the curriculum in all three genres. | Writing across the curriculum in all three genres.<br><br>Writing Prompts | Writing across the curriculum in all three genres.<br><br>Writing Prompts |

# Chelmsford Public Schools
# Grade 4 ELA Report Card Benchmarks
# 2018-2019

| | | | |
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| es linking words and phrases.<br><br>**Benchmark** | Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly | Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly | Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly |
| es linking words and phrases.<br><br>**otential Assessment** | Writing across the curriculum in all three genres. | Writing across the curriculum in all three genres.<br><br>Writing Prompts | Writing across the curriculum in all three genres.<br><br>Writing Prompts |
| vides a conclusion to the piece.<br><br>**Benchmark** | Provides a concluding statement or section that appropriately ends the writing or refers back to the main topic/idea as pertaining to the genre | Provides a concluding statement or section that appropriately ends the writing or refers back to the main topic/idea as pertaining to the genre | Provides a concluding statement or section that appropriately ends the writing or refers back to the main topic/idea as pertaining to the genre |
| vides a conclusion to the piece.<br><br>**otential Assessment** | Writing across the curriculum in all three genres. | Writing across the curriculum in all three genres.<br><br>Writing Prompts | Writing across the curriculum in all three genres.<br><br>Writing Prompts |

# Chelmsford Public Schools
# Grade 4 ELA Report Card Benchmarks
# 2018-2019

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|---|---|---|---|
| adult and peer<br>ort, develops and<br>ngthens writing with<br>ning, revising, and<br>ng.<br><br>**Benchmark** | Generates topic ideas with support<br><br>Revises with support<br><br>Edits with support | Generates topic ideas with minimal support<br><br>Revises with minimal support<br><br>Edits with minimal support | Generates topic ideas with minimal support<br><br>Revises with minimal support<br><br>Edits with minimal support |
| adult and peer<br>ort, develops and<br>ngthens writing with<br>ning, revising, and<br>ng.<br><br>**otential Assessment** | Writing across the curriculum in all three genres. | Writing across the curriculum in all three genres.<br><br>Writing Prompts | Writing across the curriculum in all three genres.<br><br>Writing Prompts |
| hers relevant<br>rmation to conduct<br>t research projects<br>builds knowledge<br>ugh investigation.<br><br>**Benchmark** | Not assessed at this time. | Presents short research projects<br>Takes Notes, with support<br>Categorizes information<br>Provides a list of sources, with support | Presents short research projects<br>Takes Notes<br>Categorizes information<br>Provides a list of sources |
| hers relevant<br>rmation to conduct<br>t research projects<br>builds knowledge<br>ugh investigation.<br><br>**otential Assessment** | Not assessed at this time. | Research Projects | Research Projects |