



Grade 4 Literacy Rubric

| | 4 Meeting | 3 Approaching | 2 Developing | 1 Beginning |
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| SL4.1 Engages effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly | <p>With peers and adults, follows agreed upon rules and carries out assigned roles for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> Comes to the discussion prepared Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the | <p>With peers and adults, follows two agreed upon rules and carries out assigned roles for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> Comes to the discussion prepared Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in | <p>With peers and adults, follows one agreed upon rules and carries out assigned roles for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> Comes to the discussion prepared' Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in | <p>Learner requires support when working with peers and adults, following agreed upon rules and carries out assigned roles for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> Comes to the discussion prepared Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |

| | discussion. | light of the discussion. | light of the discussion. | |
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| RF.4.4 Read with sufficient accuracy and fluency to support grade level comprehension. | Reads grade level text | Reads text approaching grade level | Reads text below grade level | Does not yet read grade level texts |
| RF.4.3 Knows and applies grade level phonics and word analysis skills in decoding words | Independently uses combined knowledge of letter sound correspondence, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context | Knows but does not consistently and independently use combined knowledge of letter sound correspondence, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context | Knows but does not consistently and independently use combined knowledge of letter sound correspondence and needs support with syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context | With support uses combined knowledge of letter sound correspondence, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context |
| RL 4.2 Determines the theme in various texts | Independently and consistently determines the theme and explains how it is supported by key details. | Determines the theme and explains how it is supported with some key details. | Unable to determine the theme. May provide some details. Or able to determine the theme but unable to provide details. | With prompting and support is able to determine the theme and explains how it is supported with key details. |
| RL 4.2 Summarizes literary text | Independently and consistently summarizes literary text | Independently but inconsistently summarizes literary text | Independently can determine events and key details but needs support to summarize literary text | With support can identify events and key details of literary text |
| RI.4.2 Determine the main idea of a text and explain how it is supported by key details; | Independently and consistently determines the main idea and explains how it is supported by key details. Is also able to summarize. | Determines the main idea and explains how it is supported with some key details. Summary includes the main idea and some key details. | Unable to determine the main idea. May provide some details. Or able to determine the main idea but unable to provide key details. Summary is a list. | With prompting and support is able to determine the main idea and provide key details. Is also able to summarize. |

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| summarize the text | | | | |
| RI.4.9 Integrates information from two texts on the same topic | Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably | Integrates most information from two texts on the same topic in order to write or speak about the subject knowledgeably | Integrates some information from two texts on the same topic in order to write or speak about the subject knowledgeably | Does not yet identify the same information from two texts |
| RI.4.8 Explains how an author uses reasons and evidence to support particular points in a text | Explains how an author uses reasons and evidence to support particular points in a text | Explains how an author uses reasons and evidence to support particular points in a text most of the time with minimal support | Explains how an author uses reasons and evidence to support particular points in a text inconsistently and with additional prompting and support | Does not yet explain how an author uses reasons and evidence to support points in a text |
| L.4.1 Applies the conventions of English grammar in oral and written communication | Uses and forms regular and irregular nouns, verbs, adjectives, and adverbs in simple, compound, and complex sentences | Progressing towards using and forming regular and irregular nouns, verbs, adjectives, and adverbs in simple, compound, and complex sentences | Begins to use and form regular and irregular nouns, verbs, adjectives, and adverbs in simple, compound, and complex sentences | Does not yet use and form regular and irregular nouns, verbs, adjectives, and adverbs in simple, compound, and complex sentences |
| W.4.3 Writes narrative pieces using effective techniques, details and a clear sequence of events | Writes well developed and clearly sequenced narrative pieces with strong evidence of using effective techniques such as descriptive details, precise language and character response to events | Writes narrative pieces have some evidence of using effective writing techniques, details, and sequencing | Writes narrative pieces that have minimal evidence of using effective techniques, details, or sequencing | Does not yet write developed narratives with evidence of effective techniques, sequence, and details |
| W.4.2 Writes informative texts to examine a topic and clearly convey ideas and information | Writes well developed and organized informative texts that clearly convey ideas and information in paragraphs and sections | Writes informative texts that are somewhat organized and have some evidence developing the topic with some information related to the topic | Writes informative texts that show little evidence of organization and beginning evidence of providing facts to develop a topic | Does not yet write developed informative texts that examine a topic and clearly convey ideas and information |

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| W.4.1 Writes opinion pieces, supporting a point of view with reasons and information | Writes well developed opinion pieces that clearly support a point of view with reasons and information | Writes opinion pieces with some reasons and evidence supporting the point of view | Writes opinion pieces that state the opinion by may only provide one supporting reason or information | Does not yet write opinion pieces that support a point of view with reasons and information |
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