

# Fourth Grade Proficiency Scales

August 22 – October 23, 2018

Topic: RL 4.1 Explaining a Text and Drawing Inferences																						
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Pull multiple (3+) details and/or examples to support their answer when responding to a question that relates to the text.</li> <li>○ Make multiple (2+) inferences using details and/or examples from the text in response to question.</li> </ul>																					
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Explain what the texts says and will cite 1-2 specific details.</li> <li>○ Provide 1-2 examples from the text to support their claim.</li> <li>○ Make one inferences from the text to answer questions</li> </ul>																					
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>detail, inference, claim, text, cite, and refer.</b></li> </ul> <table border="1" data-bbox="590 906 1341 1182"> <thead> <tr> <th>Guarantee</th> <th>Supporting</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Detail</td> <td>Example</td> <td>Refer</td> </tr> <tr> <td>Inference</td> <td>Literature</td> <td>Interpret</td> </tr> <tr> <td>Claim</td> <td></td> <td>Distinguish</td> </tr> <tr> <td>Text</td> <td></td> <td>Represent</td> </tr> <tr> <td>Cite</td> <td></td> <td>Analyze</td> </tr> <tr> <td></td> <td></td> <td>Evaluate</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Understand and identify a detail in a text.</li> <li>○ Understand what an example is in a text.</li> <li>○ Understand what an inference is in a text.</li> </ul>	Guarantee	Supporting	Cognitive	Detail	Example	Refer	Inference	Literature	Interpret	Claim		Distinguish	Text		Represent	Cite		Analyze			Evaluate
Guarantee	Supporting	Cognitive																				
Detail	Example	Refer																				
Inference	Literature	Interpret																				
Claim		Distinguish																				
Text		Represent																				
Cite		Analyze																				
		Evaluate																				
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations																					

Topic: RI 4.1 Explaining an Informational Text and Drawing Inferences

Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Pull multiple (3+) details and/or examples to support their answer when responding to a question that relates to the text.</li> <li>○ Make multiple (2+) inferences using details and/or examples from the text in response to question.</li> </ul>																
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Explain what the informational texts says and will cite 1-2 specific details.</li> <li>○ Provide 1-2 examples from the informational text to support their claim.</li> <li>○ Make one inferences from the text to answer questions</li> </ul>																
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>detail, inference, claim, text, cite, and refer.</b></li> </ul> <table border="1" data-bbox="552 740 1283 1016"> <thead> <tr> <th>Guarantee</th> <th>Supporting</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Detail</td> <td rowspan="6">Example Informational</td> <td>Refer</td> </tr> <tr> <td>Inference</td> <td>Interpret</td> </tr> <tr> <td>Claim</td> <td>Distinguish</td> </tr> <tr> <td>Text</td> <td>Represent</td> </tr> <tr> <td>Cite</td> <td>Analyze</td> </tr> <tr> <td></td> <td>Evaluate</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Understand and identify a detail in a text.</li> <li>○ Understand what an example is in a text.</li> <li>○ Understand what an inference is in a text.</li> </ul>	Guarantee	Supporting	Cognitive	Detail	Example Informational	Refer	Inference	Interpret	Claim	Distinguish	Text	Represent	Cite	Analyze		Evaluate
Guarantee	Supporting	Cognitive															
Detail	Example Informational	Refer															
Inference		Interpret															
Claim		Distinguish															
Text		Represent															
Cite		Analyze															
		Evaluate															
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations																

Topic: 4.OA.3 – Four Operations with Whole Numbers

Score 4.0 The student will:

- When given a scenario, will solve problems and answer questions using the four operations, as well explain their thinking by:
  - Creating models
  - Written response

Score 3.0 The student will:

- Solve multi-step word problems using the four operations:
  - Whole number problems
  - Problems with remainders

Score 2.0 The student will:

- Recognize or recall specific vocabulary, such as: **quotient, product, multiple, factor, unknown, strategy, refer, interpret, distinguish, represent, analyze, and evaluate.**

Guarantee	Supporting	Cognitive
Quotient	Operation	Interpret
Product	Algorithm	Distinguish
Multiple	Equation	Represent
Factor	Value	Analyze
Unknown	Quantity	Evaluate
Strategy	Expression	Refer
	Property	
	Sum	
	Difference	
	Multi-digit	
	Multi-step	

- Understanding of addition, subtraction, multiplication and division.

Score 1.0 With help, the student can perform Score 2.0 and 3.0 expectations

## October 24 – December 10, 2018

Topic: RL 4.2 Theme and Summarization of Narrative Text																						
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Determine the theme using 3+ details from the text.</li> <li>○ Use multiple (4+) details from the text to summarize the text</li> <li>○ Explain the importance of using key details to support the theme of a text in-depth, showing a deeper level of understanding by providing examples.</li> </ul>																					
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Determine the theme using 1-2 details from the text.</li> <li>○ Use multiple (3) details from the text to summarize the text</li> <li>○ Explain the importance of using key details to support the theme of a text.</li> </ul>																					
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>theme, position, reason, purpose, evidence, transition, determine, summarize and support.</b></li> </ul> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Guarantee</th> <th>Support</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Theme</td> <td>Key Detail</td> <td>Determine</td> </tr> <tr> <td>Position</td> <td>Topic</td> <td>Summarize</td> </tr> <tr> <td>Reason</td> <td>Statement</td> <td>Support</td> </tr> <tr> <td>Purpose</td> <td></td> <td>Relate</td> </tr> <tr> <td>Evidence</td> <td></td> <td>Reasonable</td> </tr> <tr> <td>Transition</td> <td></td> <td>Explain</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Recount a story but missing important key details</li> <li>○ Determine the topic</li> <li>○ Understand and identify a detail in text</li> </ul>	Guarantee	Support	Cognitive	Theme	Key Detail	Determine	Position	Topic	Summarize	Reason	Statement	Support	Purpose		Relate	Evidence		Reasonable	Transition		Explain
Guarantee	Support	Cognitive																				
Theme	Key Detail	Determine																				
Position	Topic	Summarize																				
Reason	Statement	Support																				
Purpose		Relate																				
Evidence		Reasonable																				
Transition		Explain																				
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations																					

Topic: RL 4.2 Theme and Summarization of Informational Text																						
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Determine the theme using 3+ details from the text.</li> <li>○ Use multiple (4+) details from the text to summarize the text</li> <li>○ Explain the importance of using key details to support the theme of a text in-depth, showing a deeper level of understanding by providing examples.</li> </ul>																					
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Determine the theme using 1-2 details from the text.</li> <li>○ Use multiple (3) details from the text to summarize the text</li> <li>○ Explain the importance of using key details to support the theme of a text.</li> </ul>																					
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>position, reason, purpose, evidence, transition, determine, summarize, support and relate.</b></li> </ul> <table border="1" data-bbox="466 683 1201 956"> <thead> <tr> <th>Guarantee</th> <th>Support</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Explicit</td> <td>Main Idea</td> <td>Determine</td> </tr> <tr> <td>Position</td> <td>Key Detail</td> <td>Summarize</td> </tr> <tr> <td>Reason</td> <td>Topic</td> <td>Support</td> </tr> <tr> <td>Purpose</td> <td>Statement</td> <td>Relate</td> </tr> <tr> <td>Evidence</td> <td></td> <td>Reasonable</td> </tr> <tr> <td>Transition</td> <td></td> <td>Explain</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Recount a story but missing important key details</li> <li>○ Determine the topic</li> <li>○ Understand and identify a detail in text</li> </ul>	Guarantee	Support	Cognitive	Explicit	Main Idea	Determine	Position	Key Detail	Summarize	Reason	Topic	Support	Purpose	Statement	Relate	Evidence		Reasonable	Transition		Explain
Guarantee	Support	Cognitive																				
Explicit	Main Idea	Determine																				
Position	Key Detail	Summarize																				
Reason	Topic	Support																				
Purpose	Statement	Relate																				
Evidence		Reasonable																				
Transition		Explain																				
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations																					

Topic: W.4.1 Opinion Writing																			
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Write an opinion piece; <ul style="list-style-type: none"> <li>- On a topic with a point of view</li> <li>- 5-7 specific reasons supported by facts</li> <li>- 5 paragraph essay format (introduction, multiple supporting paragraphs and conclusion)</li> <li>- Linked reasons with transition words</li> <li>- Precise domain-specific language</li> </ul> </li> </ul>																		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Write an opinion piece; <ul style="list-style-type: none"> <li>- On a topic with a point of view</li> <li>- 2-4 specific reasons supported by facts</li> <li>- 5 paragraph essay (introduction, 3 supporting paragraphs and conclusion)</li> <li>- Linked reasons with transition words</li> </ul> </li> </ul>																		
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>position, reason, purpose, evidence, transition and explain.</b></li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Guarantee</th> <th>Support</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Position</td> <td>Topic</td> <td>Explain</td> </tr> <tr> <td>Reason</td> <td>Statement</td> <td></td> </tr> <tr> <td>Purpose</td> <td>Domain-Specific</td> <td></td> </tr> <tr> <td>Evidence</td> <td>Precise</td> <td></td> </tr> <tr> <td>Transition</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Recount a story but missing important key details</li> <li>○ Determine the topic</li> <li>○ Understand and identify a detail in text</li> </ul>	Guarantee	Support	Cognitive	Position	Topic	Explain	Reason	Statement		Purpose	Domain-Specific		Evidence	Precise		Transition		
Guarantee	Support	Cognitive																	
Position	Topic	Explain																	
Reason	Statement																		
Purpose	Domain-Specific																		
Evidence	Precise																		
Transition																			
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.																		

Topic: 4.NF.3 and 4.NF.4A Build Fractions

Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ When given a scenario, will solve problems and answer questions about fractions, as well explain their thinking by:             <ul style="list-style-type: none"> <li>- Creating models</li> <li>- Written response</li> </ul> </li> </ul>																					
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Explain how to add and subtract fractions within the same whole (<math>1/8+2/8=</math>)</li> <li>○ Use multiple strategies to decompose a fraction.</li> <li>○ Use properties of operations to add and subtract mixed numbers with like denominator.</li> <li>○ Use a visual to show a fraction is a multiple of a whole number in multiplication (<math>5/4 = 5 \times 1/4</math>).</li> <li>○ Use addition and subtraction of fractions with like denominators to solve word problems.</li> </ul>																					
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>numerator, denominator, partition, improper, proper, mixed number, reasonable, relate.</b></li> </ul> <table border="1" data-bbox="501 837 1234 1153" style="margin-left: 40px;"> <thead> <tr> <th>Guarantee</th> <th>Supporting</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Numerator</td> <td>Relationship</td> <td>Reasonable</td> </tr> <tr> <td>Denominator</td> <td>Equivalent</td> <td>Relate</td> </tr> <tr> <td>Partition</td> <td>Common</td> <td></td> </tr> <tr> <td>Improper</td> <td>Decompose</td> <td></td> </tr> <tr> <td>Proper</td> <td>Model</td> <td></td> </tr> <tr> <td>Mixed number</td> <td>Operation</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Have a basic understanding of fractions.</li> </ul>	Guarantee	Supporting	Cognitive	Numerator	Relationship	Reasonable	Denominator	Equivalent	Relate	Partition	Common		Improper	Decompose		Proper	Model		Mixed number	Operation	
Guarantee	Supporting	Cognitive																				
Numerator	Relationship	Reasonable																				
Denominator	Equivalent	Relate																				
Partition	Common																					
Improper	Decompose																					
Proper	Model																					
Mixed number	Operation																					
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations																					

## December 11 – February 20, 2018

Topic: RL4.3 Describe Characters, Setting, and Events Using Details							
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Describe the character using at least 4-5 instances of the character’s thoughts, words, actions to determine and/or explain their motivations.</li> <li>○ Describe the setting using at least 4-5 details from the text.</li> <li>○ Describe the importance of an event using 4-5 details and/or examples from the text.</li> </ul>						
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Describe the character using at least 3 instances of the character’s thoughts, words, and actions to determine and/or explain their motivations.</li> <li>○ Describe the setting using at least 3 details from the text.</li> <li>○ Describe the importance of an event using 3 details and/or examples from the text.</li> </ul>						
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>trait and describe</b>.</li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: center;">Guarantee</th> <th style="text-align: center;">Support</th> <th style="text-align: center;">Cognitive</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Trait</td> <td style="text-align: center;">Character Setting Event</td> <td style="text-align: center;">Describe Recognize Understand Organize</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Identify character, setting, and an event in a text.</li> <li>○ Pull out details from text to support their explanation.</li> </ul>	Guarantee	Support	Cognitive	Trait	Character Setting Event	Describe Recognize Understand Organize
Guarantee	Support	Cognitive					
Trait	Character Setting Event	Describe Recognize Understand Organize					
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations						



Topic: L.4.5 Figurative Language																			
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Define, explain and provide multiple (3+) examples for simile and metaphor.</li> <li>○ Recognize and explain the meaning of certain idioms, adages and proverbs.</li> <li>○ Supply 4-6 words with a similar meaning when given a synonym.</li> <li>○ Supply 4-6 words with an opposite meaning when given a antonym.</li> </ul>																		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Define, explain and provide an example for simile and metaphor (e.x. “you smell as pretty as a rose...”).</li> <li>○ Recognize and explain the meaning of certain idioms, adages and proverbs.</li> <li>○ Supply 2-3 words with a similar meaning when given a synonym.</li> <li>○ Supply 2-3 words with an opposite meaning when given a antonym.</li> </ul>																		
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>simile, metaphor, synonym, antonym, convey and express.</b></li> </ul> <table border="1" data-bbox="489 740 1226 1016"> <thead> <tr> <th>Guarantee</th> <th>Support</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Simile</td> <td>Idiom</td> <td>Convey</td> </tr> <tr> <td>Metaphor</td> <td>Adage</td> <td>Express</td> </tr> <tr> <td>Synonym</td> <td>Proverb</td> <td></td> </tr> <tr> <td>Anonym</td> <td>Figurative Language</td> <td></td> </tr> <tr> <td></td> <td>Context</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Recognize simple word relationships</li> <li>○ Understand that words have multiple meanings.</li> </ul>	Guarantee	Support	Cognitive	Simile	Idiom	Convey	Metaphor	Adage	Express	Synonym	Proverb		Anonym	Figurative Language			Context	
Guarantee	Support	Cognitive																	
Simile	Idiom	Convey																	
Metaphor	Adage	Express																	
Synonym	Proverb																		
Anonym	Figurative Language																		
	Context																		
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations																		

Topic: W.4.3 Narrative Writing							
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Write a narrative piece; <ul style="list-style-type: none"> <li>- On a topic real or imagined.</li> <li>- That has multiple developed characters (2+), setting and a clear and descriptive sequence of events.</li> <li>- Fully developed beginning, middle and end.</li> <li>- Transition words that help move the story along.</li> <li>- That has dialogue and description, as well as sensory details.</li> </ul> </li> </ul>						
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Write a narrative piece; <ul style="list-style-type: none"> <li>- On a topic real or imagined.</li> <li>- That has a character, setting and a natural sequence of events.</li> <li>- Fully developed beginning, middle and end.</li> <li>- Transition words that help move the story along.</li> <li>- That has dialogue and description, as well as sensory details.</li> </ul> </li> </ul>						
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>trait</b>.</li> </ul> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Guarantee</th> <th>Support</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Trait</td> <td>Character Setting Event Figurative Language</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Write a story but missing important key details such as characters, setting, and/or sequence of events.</li> <li>○ Understand dialogue</li> <li>○ Can identify the difference between a real and imagined event.</li> </ul>	Guarantee	Support	Cognitive	Trait	Character Setting Event Figurative Language	
Guarantee	Support	Cognitive					
Trait	Character Setting Event Figurative Language						
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.						

Topic: 4.NF.1-2 Fraction Equivalence and Ordering

Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ When given a scenario, will solve problems and answer questions about fractions, as well explain their thinking by:             <ul style="list-style-type: none"> <li>- Creating models</li> <li>- Written response</li> </ul> </li> </ul>																					
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Explain why a fraction is equivalent to another fraction using a visual model.</li> <li>○ Compare two fractions with different numerators and different denominators by creating common denominators.             <ul style="list-style-type: none"> <li>- Compare using than greater than, less than and equal to symbols to justify answers.</li> </ul> </li> </ul>																					
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>compose, decompose, equivalent, recognize, organize and understand.</b></li> </ul> <table border="1" data-bbox="466 740 1129 1016"> <thead> <tr> <th>Guarantee</th> <th>Supporting</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Compose</td> <td>Sum</td> <td>Recognize</td> </tr> <tr> <td>Decompose</td> <td>Size</td> <td>Organize</td> </tr> <tr> <td>Tenth</td> <td>Greater than</td> <td>Understand</td> </tr> <tr> <td>Hundredth</td> <td>Less than</td> <td>Convey</td> </tr> <tr> <td>Ordering</td> <td>Equivalent</td> <td>Express</td> </tr> <tr> <td>Equivalent</td> <td></td> <td>Describe</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Have a basic understanding of fractions.</li> <li>○ Have an understanding of greater than, less than and equal to symbols.</li> </ul>	Guarantee	Supporting	Cognitive	Compose	Sum	Recognize	Decompose	Size	Organize	Tenth	Greater than	Understand	Hundredth	Less than	Convey	Ordering	Equivalent	Express	Equivalent		Describe
Guarantee	Supporting	Cognitive																				
Compose	Sum	Recognize																				
Decompose	Size	Organize																				
Tenth	Greater than	Understand																				
Hundredth	Less than	Convey																				
Ordering	Equivalent	Express																				
Equivalent		Describe																				
Score 1.0	<p>With help, the student can perform Score 2.0 and 3.0 expectations</p>																					

## February 21 – April 22, 2018

Topic: RL.4.6 Compare and Contrast of Point of View (Literature)																
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Identify the difference between first and third person narrations and how it impacts the events of the story.</li> <li>○ Use different stories to compare and contrast point of view using at least 5 specific examples from the text.</li> </ul>															
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Identify the difference between first and third person narrations.</li> <li>○ Use different stories to compare and contrast point of view using at least 3 specific examples from the text.</li> </ul>															
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>compare, contrast, event, develop, link and establish.</b></li> </ul> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Guarantee</th> <th>Support</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Compare</td> <td>Point of View</td> <td>Develop</td> </tr> <tr> <td>Contrast</td> <td>First person</td> <td>Link</td> </tr> <tr> <td>Event</td> <td>Third person</td> <td>Establish</td> </tr> <tr> <td>Context</td> <td>Author's purpose</td> <td>Generate Collaborate</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Define first and third person narrations.</li> <li>○ Understand how to compare and contrast.</li> </ul>	Guarantee	Support	Cognitive	Compare	Point of View	Develop	Contrast	First person	Link	Event	Third person	Establish	Context	Author's purpose	Generate Collaborate
Guarantee	Support	Cognitive														
Compare	Point of View	Develop														
Contrast	First person	Link														
Event	Third person	Establish														
Context	Author's purpose	Generate Collaborate														
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.															

Topic: RI.4.6 Compare and Contrast a Firsthand and Secondhand Accounts																			
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Analyze multiple accounts of the same event or topic.</li> <li>Pull out important similarities and differences from firsthand and secondhand accounts.</li> </ul>																		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Identify the difference between firsthand and secondhand accounts of the same event or topic.</li> <li>Explain how firsthand and secondhand accounts have different focuses and information.</li> </ul>																		
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Recognize or recall specific vocabulary, such as: <b>focus compare, contrast, account, and event.</b></li> </ul> <table border="1" data-bbox="529 667 1270 914"> <thead> <tr> <th>Guarantee</th> <th>Support</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Focus</td> <td>Point of View</td> <td></td> </tr> <tr> <td>Compare</td> <td>Firsthand</td> <td></td> </tr> <tr> <td>Contrast</td> <td>Secondhand</td> <td></td> </tr> <tr> <td>Account</td> <td></td> <td></td> </tr> <tr> <td>Event</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Define firsthand and secondhand account</li> <li>Understand how to compare and contrast.</li> <li>Understand what a focus is.</li> </ul>	Guarantee	Support	Cognitive	Focus	Point of View		Compare	Firsthand		Contrast	Secondhand		Account			Event		
Guarantee	Support	Cognitive																	
Focus	Point of View																		
Compare	Firsthand																		
Contrast	Secondhand																		
Account																			
Event																			
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.																		

Topic: 4.NF.5-7 Compare Decimals Fractions

Score 4.0  
 The student will:  
 ○ When given a scenario, will solve problems and answer questions about fractions, as well explain their thinking by:  
 - Creating models  
 - Written response

Score 3.0  
 The student will:  
 - Use decimal notations for fractions with denominator 10 or higher.  
 - Reason about decimal size by comparing two decimals in the hundredths using the greater than, less than or equal to symbol and/or a visual model.  
 - Write a fraction with a denominator 10 and its equivalent fraction with a denominator of 100.

Score 2.0  
 The student will:  
 ○ Recognize or recall specific vocabulary, such as: **decimal, tenth, hundredths, ordering and organize.**

Guarantee	Supporting	Cognitive
Decimal	Size	Organize
Tenth	Thousandth	
Hundredths	Greater than	
Ordering	Less than	
	Equivalent	

○ Have a basic understanding of fractions.  
 ○ Have a basic understanding of decimals.  
 ○ Have an understanding of greater than, less than and equal to symbols.

Score 1.0  
 With help, the student can perform Score 2.0 and 3.0 expectations

## April 23 – May 17, 2018

Topic: RL.4.9 Compare and Contrast Literature							
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Compare and contrast similar themes and topics in stories and traditional literature from different cultures using at least 5 examples.</li> </ul>						
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Compare and contrast similar themes and topics in stories and traditional literature from different cultures using at least 3 examples.</li> </ul>						
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>literature, opposition, integrate, reference and classify.</b></li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Guarantee</th> <th style="text-align: center;">Support</th> <th style="text-align: center;">Cognitive</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Literature Opposition</td> <td style="text-align: center;">Theme Topic Culture Myths</td> <td style="text-align: center;">Integrate Reference Classify</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Compare and contrast the setting and plots of stories by the same author.</li> </ul>	Guarantee	Support	Cognitive	Literature Opposition	Theme Topic Culture Myths	Integrate Reference Classify
Guarantee	Support	Cognitive					
Literature Opposition	Theme Topic Culture Myths	Integrate Reference Classify					
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.						

Topic: RI.4.9 Integrating Information from Two Texts							
Score 4.0- Complex Content	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Take information from several texts on the same topic and write multiple well-developed paragraphs on it and/or participate in a discussion on the topic providing detailed responses and multiple examples using information from the text.</li> </ul>						
Score 3.0- Target Content	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Take information from two texts on the same topic and write a well-developed paragraph on it and/or participate in a discussion on the topic providing detailed responses and examples using information from the text.</li> </ul>						
Score 2.0- Simple Content	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>integrate.</b></li> </ul> <table border="1" data-bbox="1157 857 1892 1040"> <thead> <tr> <th>Guarantee</th> <th>Support</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td></td> <td>Knowledgeable</td> <td>Integrate</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Compare and contrast the most important points presented in two texts on a topic.</li> </ul>	Guarantee	Support	Cognitive		Knowledgeable	Integrate
Guarantee	Support	Cognitive					
	Knowledgeable	Integrate					
Score 1.0- Basic Content	With help, the student can perform Score 2.0 and 3.0 expectations.						



Topic: W.4.2 Informative/Explanatory Writing																			
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Write an informative/explanatory piece; <ul style="list-style-type: none"> <li>- That examines a topic with clearly presented information.</li> <li>- 5 paragraph essay formats (Introduction, multiple supporting paragraphs and conclusion).</li> <li>- Each supporting paragraph is logically ordered, has a combination of facts, definitions and/or concrete details in it.</li> <li>- Transition words that link categories of information</li> </ul> </li> </ul>																		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Write an informative/explanatory piece; <ul style="list-style-type: none"> <li>- That examines a topic with clearly presented information.</li> <li>- 5 paragraph essay formats (Introduction, multiple supporting paragraphs and conclusion).</li> <li>- Each supporting paragraph has at least 3 facts, definitions and/or concrete details.</li> <li>- Transition words that link categories of information.</li> </ul> </li> </ul>																		
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>graphic organizer, format, structure, explanatory, text features, produce, reference and connect.</b></li> </ul> <table border="1" data-bbox="501 855 1234 1131"> <thead> <tr> <th>Guarantee</th> <th>Support</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Graphic organizer</td> <td></td> <td>Produce</td> </tr> <tr> <td>Format</td> <td></td> <td>Reference</td> </tr> <tr> <td>Structure</td> <td></td> <td>Connect</td> </tr> <tr> <td>Explanatory</td> <td></td> <td></td> </tr> <tr> <td>Text Features</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Write about a topic with key details.</li> <li>○ Understand a five paragraph essay layout.</li> </ul>	Guarantee	Support	Cognitive	Graphic organizer		Produce	Format		Reference	Structure		Connect	Explanatory			Text Features		
Guarantee	Support	Cognitive																	
Graphic organizer		Produce																	
Format		Reference																	
Structure		Connect																	
Explanatory																			
Text Features																			
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.																		

Topic: 4.MD.1-5 Measurement Conversions

Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ When given a scenario, will solve problems and answer questions about measurements, fractions and angles, as well explain their thinking by:             <ul style="list-style-type: none"> <li>- Creating models</li> <li>- Written response</li> </ul> </li> </ul>																								
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>- Know relative size of measurement units.</li> <li>- Record measurement equivalence by comparisons (1 ft is 12 times as long a 1 inch).</li> <li>- Use the four operations to solve word problems that include distance, intervals of time, volumes, money, and masses of objects.</li> <li>- Solve real world scenarios by applying area and perimeter formulas for rectangles.</li> <li>- Make a line plot to display a data set of measurements in fractions.</li> <li>- Understand that an angle is measured to reference to a circle, with its center at the endpoint of rays.</li> </ul>																								
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>unit, classify, reference, volume, area, perimeter, degree, angle</b></li> </ul> <table border="1" data-bbox="352 751 1068 1065"> <thead> <tr> <th>Guarantee</th> <th>Supporting</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Unit</td> <td>Capacity</td> <td>Generate</td> </tr> <tr> <td>Volume</td> <td>Vertical</td> <td>Collaborate</td> </tr> <tr> <td>Area</td> <td>Horizontal</td> <td>Confirm</td> </tr> <tr> <td>Perimeter</td> <td>Unknown</td> <td>Classify</td> </tr> <tr> <td>Degree</td> <td>Line plot</td> <td>Reference</td> </tr> <tr> <td>Angle</td> <td>Conversion</td> <td></td> </tr> <tr> <td></td> <td>Measurement</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Have a basic understanding of fractions.</li> <li>○ Have a basic understanding of measurement.</li> <li>○ Have a basic understanding of geometric shapes.</li> <li>○ Have a basic understanding of decimals.</li> <li>○ Have an understanding of greater than, less than and equal to symbols.</li> </ul>	Guarantee	Supporting	Cognitive	Unit	Capacity	Generate	Volume	Vertical	Collaborate	Area	Horizontal	Confirm	Perimeter	Unknown	Classify	Degree	Line plot	Reference	Angle	Conversion			Measurement	
Guarantee	Supporting	Cognitive																							
Unit	Capacity	Generate																							
Volume	Vertical	Collaborate																							
Area	Horizontal	Confirm																							
Perimeter	Unknown	Classify																							
Degree	Line plot	Reference																							
Angle	Conversion																								
	Measurement																								
Score 1.0	<p>With help, the student can perform Score 2.0 and 3.0 expectations</p>																								

Topic: 4.G – Lines and Angles																						
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ When given a scenario, will solve problems and answer questions about angles, symmetry and geometric shapes, as well explain their thinking by: <ul style="list-style-type: none"> <li>- Creating models</li> <li>- Written response</li> </ul> </li> </ul>																					
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines and identify in two dimensional shapes.</li> <li>○ Classify figures based on: <ul style="list-style-type: none"> <li>- Parallel lines</li> <li>- Perpendicular lines</li> <li>- Angles</li> </ul> </li> <li>○ Recognize a line of symmetry in a two-dimensional figure.</li> </ul>																					
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>○ Recognize or recall specific vocabulary, such as: <b>right, acute, obtuse, straight, ray, segment, classify, and reference.</b></li> </ul> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Guarantee</th> <th>Supporting</th> <th>Cognitive</th> </tr> </thead> <tbody> <tr> <td>Right</td> <td>Intersect</td> <td>Classify</td> </tr> <tr> <td>Acute</td> <td>Parallel</td> <td>Reference</td> </tr> <tr> <td>Obtuse</td> <td>Perpendicular</td> <td>Generate</td> </tr> <tr> <td>Straight</td> <td>Symmetry</td> <td>Collaborate</td> </tr> <tr> <td>Ray</td> <td>Figure</td> <td>Confirm</td> </tr> <tr> <td>Segment</td> <td>End points</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Have a basic understanding of measurement.</li> <li>○ Have a basic understanding of geometric shapes.</li> <li>○ Have a basic understanding of degrees</li> <li>○ Have an understanding of greater than, less than and equal to symbols.</li> </ul>	Guarantee	Supporting	Cognitive	Right	Intersect	Classify	Acute	Parallel	Reference	Obtuse	Perpendicular	Generate	Straight	Symmetry	Collaborate	Ray	Figure	Confirm	Segment	End points	
Guarantee	Supporting	Cognitive																				
Right	Intersect	Classify																				
Acute	Parallel	Reference																				
Obtuse	Perpendicular	Generate																				
Straight	Symmetry	Collaborate																				
Ray	Figure	Confirm																				
Segment	End points																					
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations																					