

**Marking Period Expectations
Language Arts
Grade 4**

Marking Periods 1,2,3,4	4	3	2	1
Uses word analysis skills to interpret vocabulary	Consistently Uses word analysis skills to interpret vocabulary.	Sometimes Uses word analysis skills to interpret vocabulary.	Seldom Uses word analysis skills to interpret vocabulary.	Does not Use word analysis skills to interpret vocabulary.
Reads orally with fluency	Consistently Reads material aloud with proper phrasing, inflection, and intonation	Sometimes Reads material aloud with proper phrasing, inflection, and intonation	Seldom Reads material aloud with proper phrasing, inflection, and intonation	Does not Read material aloud with proper phrasing, inflection, and intonation
Uses appropriate strategies for comprehension	Consistently Reads grade level material using appropriate strategies for comprehension	Sometimes Reads grade level material using appropriate strategies for comprehension	Seldom Reads grade level material using appropriate strategies for comprehension	Does not Read grade level material using appropriate strategies for comprehension
Supports ideas using details from text	Consistently uses details from the text to define meaning	Sometimes uses details from the text to define meaning	Seldom uses details from the text to define meaning	Does not use details from the text to define meaning
Organizes and develops ideas in writing	Consistently Uses various strategies to generate and organize ideas for writing. Develops an appropriate awareness of form and structure for ideas.	Sometimes Uses various strategies to generate and organize ideas for writing. Develops an appropriate awareness of form and structure for ideas	Seldom Uses various strategies to generate and organize ideas for writing. Develops an appropriate awareness of form and structure for ideas	Does not Use various strategies to generate and organize ideas for writing. Develop an appropriate awareness of form and structure for ideas
Writes using appropriate sentences structure/grammar	Consistently Uses Standard English conventions that are developmentally appropriate to write grade level sentences with proper use of punctuation, capitalization, and spelling. Uses grade-appropriate knowledge of English grammar and usage to craft writing, including adjectives, adverbs, verbs, and specific details.	Sometimes Uses Standard English conventions that are developmentally appropriate to write grade level sentences with proper use of punctuation, capitalization, and spelling with some support. Uses grade-appropriate knowledge of English grammar and usage to craft writing, including adjectives, adverbs, verbs, and specific details.	Seldom Uses Standard English conventions that are developmentally appropriate to write grade level sentences with proper use of punctuation, capitalization, and spelling Uses grade-appropriate knowledge of English grammar and usage to craft writing, including adjectives, adverbs, verbs, and specific details.	Does not Use Standard English conventions that are developmentally appropriate to write grade level sentences with proper use of punctuation, capitalization, and spelling working significantly below grade level. Use grade-appropriate knowledge of English grammar and usage to craft writing, including adjectives, adverbs, verbs, and specific details.

Produces meaningful work using the writing process	Consistently Writes a well organized paragraph, essay or story with a beginning, middle and end and includes details while staying on topic. Uses the writing process to produce a final published copy.	Sometimes Writes a well organized paragraph, essay or story with a beginning, middle and end and includes details while staying on topic. Uses the writing process to produce a final published copy.	Seldom Writes a well organized paragraph, essay or story with a beginning, middle and end and includes details while staying on topic. Uses the writing process to produce a final published copy.	Does not Write a well organized paragraph, essay or story with a beginning, middle and end and includes details while staying on topic. Uses the writing process to produce a final published copy.
Spells assigned words	Self explanatory	Self explanatory	Self explanatory	Self explanatory
Applies spelling skills to content areas	Self explanatory	Self explanatory	Self explanatory	Self explanatory
Speaks effectively before an audience	Consistently Participates orally in class effectively Uses details, examples, and reasons to support central ideas or clarify a point of view	Sometimes Participates orally in class effectively Uses details, examples, and reasons to support central ideas or clarify a point of view	Seldom Participates orally in class effectively Uses details, examples, and reasons to support central ideas or clarify a point of view	Does not Participate orally in class effectively Uses details, examples, and reasons to support central ideas or clarify a point of view
Writes legibly	Self explanatory			

Fourth Grade Benchmarks for Reading Grade Level Designations on Report Cards

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Below Grade Level	DRA Level below 40	DRA Level below 40	DRA Level below 40	*DRA Level below 40+
On Grade Level	DRA Level of 40	DRA Level of 40	DRA Level of 40	*DRA Level of 40+
Above Grade Level	DRA Level at or above 50	DRA Level at or above 50	DRA Level at or above 50	DRA Level at or above 50

* Any student with a DRA 40 as well as Oral Reading Fluency of 15-16 and Comprehension of 23-24.

Preface

The purpose of this document is to define the expectations for Language Arts grades for North Plainfield Report Cards, Kindergarten through grade five. All the Language Arts grades are to be based on grade level expectations rather than reading level performance. Therefore, if a student's DRA level is not on grade level

they may not receive a 4 in any reading subcategories. This would not be applicable for kindergarten due to the different types of subcategories. The teacher is to use their judgment on the use of the 3, 2, or 1 grades depending on the degree to which the student's DRA level is off grade level. For example, the lower the student's DRA level the lower the grade on the subcategories for Language Arts would be. If a student is reading under grade level and performing well on this level, this can be reflected in their effort grade. Additionally, when determining student grades for marking periods two, three, and four keep in mind that students must remain proficient in all previous skills in order to obtain a 4.