

**Grading For Learning Framework
4th Grade English Language Arts (Dodgeland)**

Domain	Reading-Informational Text	
<p>Priority Standards and Learning Targets</p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets ARE what we expect all students to reach proficiency against</p>	<p>A. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ol style="list-style-type: none"> 1. Demonstrates understanding of key ideas and details in text by collecting evidence that relate to their subject. <p>B. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <ol style="list-style-type: none"> 1. Determines and applies the meaning of words and phrases in grade appropriate text by using resources (keynote/dictionary). <p>C. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <ol style="list-style-type: none"> 1. Identifies informational text features such as charts, graphs, timelines, and diagrams. 2. Applies text features to show their understanding of the topic. 	
<p><u>Learning Target:</u> Demonstrates understanding of key ideas and details in text by collecting facts that relate to their subject.</p> <p><u>Assessment:</u></p>		
<p>Proficient</p> <p>Summarize the main idea using text structure and several key ideas and details from within the text.</p>	<p>Developing</p> <p>Write a brief summary using important key ideas and details.</p>	<p>Needs Support:</p> <p>Identifies the topic and some information.</p>

Understands why the author included specific information and explains how it is important to the text.	Sequencing events in a text to connect information.	Notice ways that parts of the text go together and tie into the topic.
<u>Learning Target:</u> Determines and applies the meaning of words and phrases in grade appropriate text by using resources (keynote/dictionary). <u>Assessment:</u> Word Builder		
Proficient Identify unknown words and utilizing resources to define them correctly. Uses it correctly in own sentence.	Developing Identify unknown words but not utilizing resources to define them correctly. Uses it in a sentence from the book.	Needs Support: Skip unknown words instead of finding the meaning. Does not use it in a sentence.
<u>Learning Target:</u> Identifies informational text features such as charts, graphs, timelines, and diagrams. <u>Assessment:</u>		
Proficient Can identify and name the different text features.	Developing Can identify but not name text features.	Needs Support: Little to no knowledge of text features.
<u>Learning Target:</u> Applies text features to show their understanding of the topic. <u>Assessment:</u>		
Proficient Identifies text features and thinks about why the author may have used them.	Developing Thought about why the author may have used text features. <i>Why might the author have done this?</i>	Needs Support: Notices text features.
Domain	Reading-Literature	
Priority Standards and Learning Targets (A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets) * Assessing and scoring take place against	D. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). 1. Grow ideas about a story by taking notes on character actions, desires, and repeated details found throughout the book.	

<p>each learning target</p> <p>* Learning targets ARE what we expect all students to reach proficiency against</p>	<p>E. Determine the meaning of words and phrases as they are used in a text.</p> <ol style="list-style-type: none"> Determines and applies the meaning of words and phrases in grade appropriate stories through the use of context clues (prefix, suffix, root, etc.) <p>F. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ol style="list-style-type: none"> Connect ideas about a story to show an understanding, by generating and sharing their interpretation.
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Learning Target: Grow ideas about a story by taking notes on character actions, desires, and repeated details found throughout the book. Assessment: Pre and Post Assessment (Papa’s Parrot and Slower Than the Rest)

<p>Proficient Students can write about how a character has multiple traits and motivations. They can interpret repeated details about a character.</p> <p>Make connections about what changes in a character and what it teaches the reader.</p>	<p>Developing Students only list one trait but can relate it to the rationale of the character’s actions.</p> <p>Knowing a few ways a character changes and why.</p>	<p>Needs Support: Students list actions and feelings instead of traits.</p> <p>Knowing a way the character changes and why.</p>
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Learning Target: Determines and applies the meaning of words and phrases in grade appropriate stories through the use of context clues (prefix, suffix, root, etc.) Assessment:

<p>Proficient I know the meaning of prefixes and suffixes and can apply them to different words.</p>	<p>Developing I know the meaning of prefixes and suffixes on their own, but cannot apply them to unknown words.</p>	<p>Needs Support: I can identify words with prefixes and suffixes but do not know their meanings.</p>
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Learning Target: Connect ideas about a story to show an understanding, by generating and sharing their interpretation. Assessment:

<p>Proficient Used details from different parts of the text and discussed how they</p>	<p>Developing Used details to support my ideas about the text.</p>	<p>Needs Support: I can point towards the part of the text that gave me my ideas about the text.</p>
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<p>support my idea.</p> <p>Makes a connection between the aspect of the story and states why it is important to help make an interpretation.</p> <p>Write about a theme with details that support it throughout the story.</p>	<p>Makes a connection between the part of the story (problem, setting, character) and why it is important.</p> <p>Write about life lessons characters learned and when they learned it.</p>	<p>Can talk about the sequence of events and problems/solutions.</p> <p>Retell parts of the story or my own ideas.</p>
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Domain	Writing
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<p>Priority Standards and Learning Targets</p> <p>(A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets)</p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets ARE what we expect all students to reach proficiency against</p>	<p>G. Write opinion pieces on topics or texts supporting a point of view with reasons and information from print and digital sources.</p> <ol style="list-style-type: none"> 1. Writes opinion pieces to state a claim about a topic or text and supported with reasons. 2. Uses linking words to list evidence such as <i>for instance, in order to, and in addition to</i>. <p>H. Write informative explanatory texts to examine a topic and convey ideas and information clearly from print and digital sources.</p> <ol style="list-style-type: none"> 1. Writes an informational piece that includes facts, details, quotes, and ideas on a specific topic. 2. Uses linking words such as <i>another, also, for example, and because</i> as well as transition words <i>before, later, next, then</i> and <i>after</i> to connect information together. <p>I. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> 1. Writes a narrative piece using dialogue and descriptions (actions, thoughts, and feelings) to represent how a character struggles to get what they want or desire. 2. Uses transitional words to show event order such as <i>just then, suddenly, or after a while, etc.</i>
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<u>Learning Target:</u> Writes opinion pieces to state a claim about a topic or text and supported with reasons. <u>Assessment:</u>		
Proficient Includes a thesis and three reasons with supporting evidence with an introduction and conclusion.	Developing Includes a thesis and three reasons but unsupported or not enough evidence with an introduction and conclusion.	Needs Support: Includes a thesis and missing some reasons and/or evidence and needs significant support .
<u>Learning Target:</u> Uses linking words to list evidence such as <i>for instance, in order to, and in addition to</i> . <u>Assessment:</u>		
Proficient Uses transitions between each reason or to connect pieces of evidence independently .	Developing Uses transitions between each reason or to connect pieces of evidence with the use of the template .	Needs Support: Does not use transitions between reasons or evidence. The student doesn't use or follow the template .
<u>Learning Target:</u> Writes an informational piece that includes facts, details, quotes, and ideas on a specific topic. <u>Assessment:</u>		
Proficient Give accurate and adequate information on the required subtopics including facts, details, quotes, and ideas.	Developing Give minimal information on the required subtopics including facts, details, quotes, and ideas.	Needs Support: Lacking and/or minimal information on the required subtopics including facts, details, quotes, and ideas and/or requires support.
<u>Learning Target:</u> Uses linking words such as <i>another, also, for example, and because</i> as well as transition words <i>before, later, next, then and after</i> to connect information together. <u>Assessment:</u>		
Proficient Uses appropriate linking words and transition words in each subtopic that connects the information together.	Developing Uses appropriate linking words and transition words in most subtopics to connect the information together.	Needs Support: Lacks or inappropriately uses linking words and transition words in subtopics.
<u>Learning Target:</u> Writes a narrative piece using dialogue and descriptions (actions, thoughts, and feelings) to represent how a character struggles to get what they want or desire. <u>Assessment:</u>		
Proficient Narrates a well developed character through three struggles and a want by using dialogue and descriptions.	Developing Narrates struggles and a want but lacks dialogue, descriptions, and/or a well developed character .	Needs Support: Narrates struggles and a want but lacks dialogue, descriptions, and/or a well developed character and also requires

		support.
<u>Learning Target:</u> Uses transitional words to show event order such as <i>just then, suddenly, or after a while</i> , etc. <u>Assessment:</u>		
Proficient Uses transitions between each struggle to connect details or events marking how much time went by.	Developing Uses transitions between each struggle to connect details or events.	Needs Support: Lacks or inappropriately uses transitions between each struggle making it unclear to the reader the progression of the story.
Domain	Speaking and Listening	
Priority Standards and Learning Targets * Assessing and scoring take place against each learning target * Learning targets ARE what we expect all students to reach proficiency against	<p>J. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <ol style="list-style-type: none"> 1. Speaks clearly at an understandable pace and volume with relevance to the topic. <p>K. Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 1. Listen attentively while others are speaking, participating when appropriate. 	
<u>Learning Target:</u> Speaks clearly at an understandable pace and volume with relevance to the topic. <u>Assessment:</u> Life Cycle Projects, Weather Research or Book Clubs (S1) Biographies (S2)		
Proficient Stays on task and reports with a level 2 (or appropriate) voice.	Developing Occasionally off task, but easily brought back on task. Occasionally too loud or too quiet while reporting.	Needs Support: Off task and disrupting others. Too loud or too quiet consistently while reporting.
<u>Learning Target:</u> Listen attentively while others are speaking, participating when appropriate <u>Assessment:</u> Life Cycle Projects, Weather Research, or Book Clubs (S1) Biographies (S2)		
Proficient Contributes positively to small group discussions and presentations. Asks	Developing Questions and comments are sometimes off topic but attempts to contribute to	Needs Support: Answers questions/makes comments when prompted, however comments may not be on

appropriate questions. Listens actively to others.	conversation and actively listen to others.	topic and individual is often off task and/or disengaged in the discussion.
Domain	Language	
Priority Standards and Learning Targets (A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets) * Assessing and scoring take place against each learning target * Learning targets ARE what we expect all students to reach proficiency against	L. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 1. Can capitalize proper nouns and beginning of sentences in written work. 2. Can use punctuation like periods, commas, exclamation marks, question marks, and quotation marks in writing. 2. Can use what they know about word families and spelling rules to help spell, using dictionaries when needed. 	
<u>Learning Target:</u> Can capitalize proper nouns and beginning of sentences in written work. <u>Assessment:</u>		
Proficient Uses proper capitalization rules within writing.	Developing Sometimes uses capitalization rules within writing.	Needs Support: Needs resources to use capitalization rules within writing.
<u>Learning Target:</u> Can use punctuation like periods, commas, exclamation marks, question marks, and quotation marks in writing. <u>Assessment:</u>		
Proficient Uses proper punctuation rules within writing.	Developing Sometimes uses punctuation rules within writing.	Needs Support: Needs resources to use punctuation rules within writing.
<u>Learning Target:</u> Can use what they know about word families and spelling rules to help spell, using dictionaries when needed. <u>Assessment:</u>		
Proficient Three or less errors in their final published piece.	Developing Three to ten errors in their final published piece.	Needs Support: More than ten/hard to decipher because of multiple errors in their final published piece.