# Oakland Public Schools
# Grade 4 Literacy Benchmark Guide

| Reading-Literature/Informational | Fall | Winter | Spring |
|---|---|---|---|
| *Reads grade level text independently | P, Q, R | Q, R, S | R, S, T |
| Identifies main idea and key details | ● Determines the main idea of a text<br>● Explains how the main idea is supported by key details | ● Determines the main idea of a text<br>● Explain how the main idea is supported by key details | ● Determines the main idea of a text<br>● Explains how the main idea is supported by key details |
| Makes inferences about character, setting, or event using text evidence | ● Begins to recognize the readers use details from the text to support inferential thinking<br>● Begins to use text evidence to describe characters, settings or events | ● Draws inferences using text evidence<br>● Describes characters, settings, or events using text evidence | ● Draws inferences using multiple details and examples from the text as support<br>● Describes in depth characters' thoughts, words, actions settings or events using text evidence |
| Summarizes text and determines theme | ● Tells the most important points to summarize a text | ● Summarizes text<br>● Determines theme from details in a text | ● Summarizes text<br>● Determines theme from details in the text |
| Compares and contrasts similar themes/topics within and across texts | ● Begins to compare and contrast similar topics within texts | ● Compares and contrasts theories, themes, and/or topics in stories, myths, and literature from different cultures | ● Compares and contrasts similar topics across texts |
| Draws evidence from literary/informational texts | ● Responses reflect literal and inferential understanding of the text read with text evidence | ● Responses reflect literal and inferential understanding of the text read with text evidence | ● Responses reflect literal and inferential understanding of the text read with text evidence |
| Determines the meaning of unknown and | ● Uses context as a clue to the | ● Uses context as a clue to the | ● Uses context as a clue to the |

October 2018

*Benchmark Reading Levels are based on Teachers College Reading & Writing Independent Levels and aligned with New Jersey Student Learning Standards (NJSLS).
Independent Reading Levels are defined as reading with ninety-five to one hundred percent accuracy. Oakland Public Schools is committed to using multiple measures when assessing for literacy instruction. Teachers College Reading & Writing Independent Reading Levels are only one way to assess literacy instruction.*

| multiple-meaning words/phrases in a text | meaning of a word or phrase <br> ● Consults references materials for word meaning | meaning of a word or phrase <br> ● Begins to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word <br> ● Consults reference materials for the pronunciation and precise meaning of keywords and phrases | meaning of a word or phrase <br> ● Uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word <br> ● Consults reference materials for the pronunciation and precise meaning of keywords and phrases |
|---|---|---|---|
| Demonstrates the understanding of figurative language, word relationships, and nuances in word meanings | ● Determines the meaning of words and phrases as they are used in a text <br> ● Demonstrates understanding of words by relating them to their opposites and to words with similar but not identical meanings | ● Explains the meaning of simple similes and metaphors in context <br> ● Recognizes and explains the meaning of common idioms, adages and proverbs <br> ● Determines the meaning of words and phrases as they are used in a text <br> ● Demonstrates understanding of words | ● Explains the meaning of simple similes and metaphors in context <br> ● Recognizes and explains the meaning of common idioms adages and proverbs <br> ● Determines the meaning of words and phrases as they are used in a text |
| **Foundational Skills** | **Fall** | **Winter** | **Spring** |
| Applies grade level phonics and word analysis skills | ● Applies grade-level phonics and word analysis skills taught this trimester to decode unfamiliar words | ● Applies grade-level phonics and word analysis skills taught to date to decode unfamiliar words | ● Applies grade-level phonics and word analysis skills taught this year to decode unfamiliar words |

October 2018

*Benchmark Reading Levels are based on Teachers College Reading & Writing Independent Levels and aligned with New Jersey Student Learning Standards (NJSLS).*
*Independent Reading Levels are defined as reading with ninety-five to one hundred percent accuracy. Oakland Public Schools is committed to using multiple measures when assessing for literacy instruction. Teachers College Reading & Writing Independent Reading Levels are only one way to assess literacy instruction.*

| Reads fluently with accuracy to support comprehension | <ul><li>Reads with purpose and understanding</li><li>Reads grade-level text orally with accuracy, appropriate rate and expression</li><li>Uses context to confirm or self-correct word recognition and understanding, rereading as necessary</li></ul> | <ul><li>Reads with purpose and understanding</li><li>Reads grade-level text orally with accuracy, appropriate rate and expression</li><li>Uses context to confirm or self-correct word recognition and understanding, rereading as necessary</li></ul> | <ul><li>Reads with purpose and understanding</li><li>Reads grade-level text orally with accuracy, appropriate rate and expression</li><li>Uses context to confirm or self-correct word recognition and understanding, rereading as necessary</li></ul> |
|---|---|---|---|
| **Writing**<br>**In opinion, informative/explanatory or narrative pieces:** | **Fall** | **Winter** | **Spring** |
| Follows the structure of the genre | Narrative:<ul><li>Develops a real experience or event using effective technique, descriptive details, and clear even sequences</li><li>Organizes an event sequence that unfolds naturally</li><li>Uses dialogue and description to develop experiences and events or show the responses of characters to situations</li><li>Provides a conclusion that follows from the narrated experience</li></ul>Opinion:<ul><li>Supports a point of view about topics with reasons and information</li></ul> | Informative/Explanatory:<ul><li>Examines a topic and conveys ideas and information clearly</li><li>Introduces a topic clearly and group-related information in paragraphs and sections</li><li>Includes formatting, illustrations, and multimedia when useful to aiding comprehension</li><li>Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</li><li>Links ideas within categories of information using words and phrases</li></ul> | Opinion:<ul><li>Supports a point of view about topics with reasons and information</li><li>Introduces a topic, states an opinion and creates an organizational structure in which related ideas are grouped to support the writer's purpose</li><li>Provides and links reasons that are supported by facts and details</li><li>Links opinion and reasons using words and phrases</li><li>Provides a concluding statement or section related to the opinion</li></ul>Narrative:<ul><li>Writes narrative to develop real</li></ul> |

October 2018

*\*Benchmark Reading Levels are based on Teachers College Reading & Writing Independent Levels and aligned with New Jersey Student Learning Standards (NJSLS).*
*Independent Reading Levels are defined as reading with ninety-five to one hundred percent accuracy. Oakland Public Schools is committed to using multiple measures when assessing for literacy instruction. Teachers College Reading & Writing Independent Reading Levels are only one way to assess literacy instruction.*

| | | | |
|---|---|---|---|
| | <ul><li>Introduces a topic, states an opinion and creates an organizational structure in which related ideas are grouped to support the writer's purpose</li><li>Provides and links reasons that are supported by facts and details</li><li>Links opinion and reasons using words and phrases</li><li>Provides a concluding statement or section related to the opinion</li></ul> | <ul><li>Uses precise language and domain-specific vocabulary to inform about or explain the topic</li><li>Provides a concluding statement or section related to the information or explanation presented</li></ul> | <ul><li>or imagined experiences or events using effective technique, descriptive details, and clear event sequences</li><li>Orients the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally</li><li>Uses dialogue and description to develop experiences and events or shows the responses of characters to situations</li><li>Uses a variety of transitional words and phrases to manage the sequence of events</li><li>Uses concrete words and phrases and sensory details to convey experiences and events precisely</li><li>Provides a conclusion that follows from the narrated experiences or events</li></ul> |
| Strengthens writing by planning, revising and editing | <ul><li>With some guidance and support, develops and strengthens writing by planning, revising, and editing</li><li>With some guidance and support from adults, uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others</li></ul> | <ul><li>With some guidance and support, develops and strengthens writing by planning, revising, and editing</li><li>With some guidance and support from adults, uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others</li></ul> | <ul><li>Develops and strengthens writing by planning, revising, and editing</li><li>With some guidance and support from adults, uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others</li></ul> |

October 2018

*Benchmark Reading Levels are based on Teachers College Reading & Writing Independent Levels and aligned with New Jersey Student Learning Standards (NJSLS).*
*Independent Reading Levels are defined as reading with ninety-five to one hundred percent accuracy. Oakland Public Schools is committed to using multiple measures when assessing for literacy instruction. Teachers College Reading & Writing Independent Reading Levels are only one way to assess literacy instruction.*

| | | | |
|---|---|---|---|
| Uses research to build and present knowledge | ● Recalls relevant information from experiences or gathers relevant information from print and digital sources<br>● Takes notes and categorizes information<br>● Draws evidence from literary informational text to support analysis | ● Recalls relevant information from experiences or gathers relevant information from print and digital sources<br>● Takes notes and categorizes information<br>● Draws evidence from literary informational text to support analysis | ● Conducts short research projects that build knowledge through investigation of different aspects of a topic<br>● Recalls relevant information from experiences or gathers relevant information from print and digital sources<br>● Takes notes and categorizes information<br>● Provides a list of sources<br>● Draws evidence from literary or informational texts to support analysis, reflection and research |
| Integrates information from two texts on the same topic | ● Demonstrates an understanding of how readers gather information from a text using note taking structures | ● Begins to integrate information across texts | ● Integrates information from two texts on the same topic |
| Paraphrases information presented in various formats | ● Restates or paraphrases information presented orally | ● Paraphrases portions of a text read aloud or information presented in diverse media and formats<br>● Identifies the reasons and evidence a speaker provides to support particular points | ● Paraphrases portions of a text read aloud or information presented in diverse media and formats<br>● Identifies the reasons and evidence a speaker provides to support particular points<br>● Paraphrases portions of teat read aloud or information presented in diverse media and format including visually, quantitatively and orally |
| Demonstrates a command of and applies | ● Demonstrate a command of and | ● Demonstrate a command of and | ● Demonstrate a command of and |

October 2018

| conventions of grammar and usage | applies conventions of grammar and usage taught this marking period when writing or speaking | applies conventions of grammar and usage taught in the first and second marking period when writing or speaking | applies conventions of grammar and usage taught this year when writing or speaking |
|---|---|---|---|
| Chooses grade level conventions, capitalization, and punctuation for effect | ● Uses correct capitalization<br>● Uses commas and quotation marks to mark direct speech and quotations from a text<br>● Recognizes the use of commas in a compound sentence | ● Uses correct capitalization<br>● Uses commas and quotation marks to mark direct speech and quotations from a text<br>● Attempts to use a comma correctly in a compound sentence | ● Uses correct capitalization<br>● Uses commas and quotation marks to mark direct speech and quotations from a text<br>● Uses a comma correctly in a compound sentence |
| Applies grade level spelling rules for known and unknown words | ● Spells grade-appropriate words correctly, consulting references as needed | ● Spells grade-appropriate words correctly, consulting references as needed | ● Spells grade-appropriate words correctly, consulting references as needed |

October 2018