Colorado Academic Standards - Reading, Writing, and Communicating

Fourth Grade Proficiency Level Descriptions

Standard: Reading for All Purposes			
Grade Level Expectation: Comprehension and fluency matter when reading literary texts in a facile way ***DCSD Progress Report:*** *Applies strategies to fluently read and comprehend fiction*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Identifies setting, characters and plot. Gives little information about the plot. Summarizes with 1-2 events that may include incorrect information. Reads familiar texts orally with fluency that is 95% or less accuracy and with very little expression; monotone.	Identifies and draws some inferences about setting, characters, and plot. Describes the development of plot, but excludes some important aspects. Gives partial summary, generally in own language; some important character/events; may include misinterpretations. Reads familiar texts orally with 96% accuracy, some expression that conveys meaning and inappropriate pauses; shorter phrases most of the time.	Identifies and draws inferences about setting, characters (such as motivations, personality traits), and plot. Describes the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved). Summarizes text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence. Reads familiar texts orally with fluency, 97-98% accuracy and expression that reflects mood, pace, and tension at times.	Identifies and draws inferences about setting, characters and plot and describes how they impact the story. Describes the development of the plot and makes thoughtful connections reflecting a deep understanding of the meaning of the story. Summarizes text that is well organized in own language, includes specific details and all important events. Reads familiar text orally with fluency, 99-100% accuracy, and expression reflects mood, pace and tension most of the time.

Colorado Academic Standards - Reading, Writing, and Communicating

Fourth Grade Proficiency Level Descriptions

Standard: Reading for All Purposes			
Grade Level Expectation: Comprehension and fluency matter when reading informational and persuasive texts in a facile way *DCSD Progress Report: Applies strategies to fluently read and comprehend non-fiction*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Reads text from beginning to end rather than skimming or scanning for specific purposes. Identifies some details, but struggles to identify the main idea.	Skims materials and gains partial information of the content. Scans to locate specific information or to perform a specific task but misses some important information. Identifies main idea and some details.	Skims materials to develop a general overview of content. Scans to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage). Separates main ideas from details. Identifies conclusions. Recognizes cause and effect relationships. Uses text features (bold type, headings, visuals, captions, glossary) to organize or categorize information. Identifies common organizational structures (paragraphs, topic sentences, concluding sentences) and explains how they aid comprehension.	Skims and scans a variety of complex texts easily, independently, efficiently, and purposefully. Compares and contrasts main ideas, details, and conclusions between two separate texts on the same topic. Analyzes why an author used specific organizational structures (e.g, is the author trying to inform the reader or persuade the reader?).

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Colorado Academic Standards - Reading, Writing, and Communicating
Fourth Grade Proficiency Level Descriptions

Standard: Reading for All Purposes			

Grade Level Expectation: Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills

DCSD Progress Report: *Uses strategies to decode and infer meaning of complex words*

1: Beginning Understanding	2: Meets Some Aspects of GLE	3: Meets GLE	4: Exceeds GLE
Reads words with prefixes or suffixes but cannot identify the prefix or suffix. Use of prefixes, suffixes, and/or context is rarely used to infer meaning.	Correctly reads words with prefixes or suffixes; may not understand how the prefix or suffix impacts the meaning. Reads words that change spelling to show past tense. Sometimes correctly infers meaning of words using context.	Reads and understands words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness). Reads and understands words that change spelling to show past tense: write/wrote, catch/caught, teach/taught. Reads multisyllabic words with and without inflectional and derivational suffixes. Infers meaning of words using explanations offered within a text.	Analyzes how a prefix and/or suffix changes the meaning of a word. Understands and accurately reads words where the accent on a syllable changes the meaning of words (CONtest, conTEST).

Colorado Academic Standards - Reading, Writing, and Communicating

Fourth Grade Proficiency Level Descriptions

Standard: Writing and Composition			
Grade Level Expectation: The recursive writing process is used to create a variety of literary genres for an intended audience *DCSD Progress Report: Writes a variety of literary genres for an intended audience*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Creates personal and fictional narratives with a simple storyline. Uses some descriptive details. Uses simple transition words in an attempt to establish chronology. Drafts a possible inspiration for poetry. Writes a list of sensory images.	Creates personal and fictional narratives with a storyline. Uses some descriptive details to enhance narratives. Uses transition words or phrases to establish chronology. Writes poems that express ideas or feelings with sensory details. Uses chosen planning strategies to support text structure.	Creates personal and fictional narratives with a coherent storyline. Uses relevant and descriptive details to enhance narratives. Uses a variety of transition words or phrases to establish chronology. Writes poems that express ideas or feelings using imagery, figurative language, and sensory details. Chooses planning strategies to support text structure and intended outcome.	Creates personal and fictional narratives with complete development of characters' thoughts, feelings, and motivations. Uses relevant and descriptive details to enhance meaning of narratives. Consistently uses a variety of transition words or phrases that enhance meaning and establish chronology. Writes poems that express ideas or feelings using imagery, figurative language, and sensory details that extend levels of meaning.

Colorado Academic Standards - Reading, Writing, and Communicating

Fourth Grade Proficiency Level Descriptions

Standard: Writing and Composition			
Grade Level Expectation: Informational and persuasive texts use the recursive writing process ***DCSD Progress Report:*** *Writes a variety of informational and persuasive texts*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Identifies some text structures. Constructs paragraph based on topic with limited details that might be supportive of the topic. Groups related ideas. Uses transition words. Creates visual for final product. Uses a pre-constructed planning strategy.	Identifies a text structure. Organizes ideas and some appropriate details to convey a central idea or prove a point. Writes paragraphs with topics, some supporting details, and conclusions. Groups related ideas and places them in logical order. Uses transition words based on genre. Uses language for different audiences. Uses visuals that might enhance the final product. Uses chosen planning strategies to support text structure.	Identifies a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast). Organizes relevant ideas and details to convey a central idea or prove a point. Develops paragraphs with clear topics, sufficient supporting details, and conclusions. Groups related ideas and places them in logical order when writing paragraphs or summaries. Uses a variety of transition words based on genre. Uses appropriate language for different audiences (students and parents). Decides if supporting visuals will enhance the final product (illustration, photo, diagram). Chooses planning strategies to support text structure and intended outcome.	Identifies a text structure appropriate to purpose. Organized relevant ideas and details that coveys a central idea and proves a point. Constructs well organized paragraphs based on student-generated topic sentence with factual details from research as support, and detailed conclusion. Structures multiple paragraphs in a logical order, with effective more complex transitions. Uses visuals that enhance the final product if necessary. Chooses and uses planning strategies that support appropriate text structure.

Colorado Academic Standards - Reading, Writing, and Communicating

Fourth Grade Proficiency Level Descriptions

Standard: Writing and Composition

Grade Level Expectation: Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader

DCSD Progress Report: *Edits for grammar, punctuation, capitalization and spelling*

1: Beginning Understanding	2: Meets Some Aspects of GLE	3: Meets GLE	4: Exceeds GLE
Identifies correct mechanics in writing. Edits for spelling of high frequency words. Identifies subject-verb relationships in writing. Uses some compound subjects or compound verbs in writing. Follows outline of suggested format for intended purpose. Writes with nouns, verbs, adjectives and adverbs.	Edits for mechanics. Edits for spelling of high frequency words and uses standard English spelling with some consistency. Edits for simple sentences with correct subject-verb relationships. Uses compound subjects or compound verbs in writing. Uses suggested format for intended purpose. Writes with nouns, verbs, adjectives and adverbs that might enhance writing.	Edits for correct mechanics (capital letters, quotation marks, punctuation, contractions). Edits for correct standard English spelling. Edits for simple and compound sentences with correct subject-verb relationships. Uses compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing. Uses correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose. Writes with precise nouns, active verbs, and descriptive adjectives and adverbs to enhance writing.	Consistently, independently and accurately edits for correct mechanics. Consistently edits for correct standard English spelling. Edits for simple and compound sentences with correct subject-verb relationships