

On the common assessment for this unit, students should be able to demonstrate their ability in the following areas:

- comprehending and analyzing informational texts, literary texts, or poems on related themes
- synthesizing information from different genres as well as appropriate multimedia presentations in the form of video clips
- determining a theme of a literary text or poem
- using textual evidence to make an inference
- citing textual evidence to support claims and ideas
- summarizing a text
- using photographs related to a text to enhance comprehension
- discerning word meanings from their context
- constructing short written responses to questions about text or other media
- engaging in the writing process to respond to a writing task prompt with an essay

The common assessment includes questions of the following types:

- multiple choice
- multiple correct response
- short written response
- extended written response

Writing pieces will be scored using rubrics that are aligned with the Common Core Curriculum Standards/*New Jersey Student Learning Standards* and PARCC expectations.

Common Core Curriculum Standards/*New Jersey Student Learning Standards* covered within the ELA Unit of Study:

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</i>	RL.4.1, RI.4.1
Determine a theme of a story or poem from details in the text; summarize the text. <i>Determine the key details to identify theme in a story, drama, or poem and summarize the text.</i>	RL.4.2
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).	RL.4.3
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.; Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RL.4.4, RI.4.4
Explain major differences between poems and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter)	RL.4.5
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL.4.6
<i>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</i>	RL.4.9
Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.4.2
Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.	RI.4.3
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.	RI.4.7

Explain how an author uses reasons and evidence to support particular points in a text.	RI.4.8
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	R.1
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R.2
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	R.4
Read and comprehend complex literary and informational texts independently and proficiently. <i>Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</i>	R.10
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.4.2
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W.4.2a
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <i>Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</i>	W.4.2b
Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). <i>Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</i>	W.4.2.c
Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.4.2.d
Provide a concluding statement or section related to the information or explanation presented. <i>Provide a conclusion related to the information or explanation presented.</i>	W.4.2.e
Recall relevant information from experiences or gather relevant information from print and digital sources.	W.4.8
Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	W.4.9.b
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.4
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.10

Informational/Explanatory Writing Rubric Grade 4

Criterion	5	4	3	2	1
Focus / Information NJSLS: RIT – 1, W – 2	-Responds skillfully to all parts of the prompt -Demonstrates a strong understanding of topic/text(s)	-Responds successfully to all parts of the prompt -Demonstrates understanding of topic/text(s)	-Responds to all parts of the prompt -Demonstrates some understanding of topic/text(s)	-Responds to some parts of the prompt -Demonstrates little understanding of topic/text(s)	-Response does not address the prompt -Demonstrates no understanding of the topic/text(s)
Organization NJSLS: W – 2a, W – 2c, W – 2d, W – 4	-Organizes ideas and information into logical, coherent paragraphs that have a clear topic sentence, details, elaboration, and concluding sentence -Skillfully groups and structures related information in paragraphs and sections (including an introduction, supporting paragraphs & conclusion) -Uses linking words and phrases strategically to connect ideas within categories of information (e.g., another, for example, also, because)	-Organizes ideas and information within paragraphs using a clear topic sentence, details, and concluding sentence -Groups related information together into a sequence of coherent paragraphs (including an introduction, supporting paragraphs & conclusion) -Uses effective linking words and phrases to connect ideas	-Organizes ideas and information in an incomplete paragraph structure (e.g., missing clear topic sentence, details, or conclusion) -Grouping of ideas lacks cohesion (e.g., some lapse in sequence of paragraphs or repetitive) -Attempts to use some simplistic linking words to connect ideas (e.g., also, another, and, more, but)	-Organizes without clear evidence of paragraph structure -Does not group related information together -Uses no linking words	-Disorganized information without any paragraph structure
Support/ Evidence NJSLS: RIT – 1, W – 2b, W – 8	-Skillfully uses relevant and substantial text support from the resources with accuracy -Uses credible and varied sources -Develop the topic with facts, definitions, concrete details, quotations, or other information and examples -Refers to at least the minimum number of sources required by title, citing a direct quote, and makes reference to additional sources	-Uses relevant and sufficient text support from the resources with accuracy -Uses credible sources -Develops the topic with facts, definitions, and details -Refers to at least the minimum number of sources required by title, citing a direct quote, and makes a clear connection to topic	-Uses mostly relevant text support but does not explain how it supports topic -Uses mostly credible sources -Develops the topic the limited facts, definitions, or details -Refers to at least the minimum number of sources required by title, citing a direct quote which is not clearly connected or merely paraphrases the sources	-Does not use relevant or sufficient text support from the resources with accuracy -Uses few credible sources -Uses few facts, definitions, or details -Refers to fewer sources than required or does not cite sources by title	-Does not use text support
Knowledge of Language and Conventions NJSLS: L – 1, L – 2	-Uses purposeful and varied sentence structures including simple, complex and compound sentences -Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning -Utilizes precise and sophisticated word choice	-Uses correct and varied sentence structures including simple, complex and compound sentences -Demonstrates grade level appropriate conventions -Utilizes strong and grade-level appropriate word choice	-Uses correct sentence structures and attempts some variety -Demonstrates grade level appropriate convention; errors are minor and do not obscure meaning -Uses mostly grade-level appropriate word choice	-Uses some incorrect or incomplete sentence structure -Demonstrates limited/some understanding of grade level appropriate conventions, and errors interfere with the meaning -Word choice are repetitious and simplistic	-Uses mostly incomplete or incorrect sentence structure -Lack of understanding of grade level appropriate conventions, and errors interfere with the meaning

4th Grade Capitalization, Punctuation & Spelling Conventions: Use correct capitalization; use commas and quotation marks to mark direct speech and quotations from a text; title words; use a comma before a coordinating conjunction in a compound sentence; spell grade-appropriate words correctly consulting references as needed