

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

- comprehending and analyzing literary fiction and nonfiction informational texts on related themes
- synthesizing information from different genres as well as appropriate multimedia presentations
- comparing and contrasting texts
- referring to details to cite textual evidence and make inferences
- discerning word meanings from their context
- determining the author's purpose, main idea, and summary for a text
- using photographs related to a text to enhance comprehension
- determining cause and effect relationships
- determining the main idea of a text
- constructing short written responses to questions about text or other media
- engaging in the writing process to respond to a writing task

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.	RL.4.1, RI.4.1
Determine a theme of a story, drama, 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
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. <i>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, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.4.3
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.4.5

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, 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 opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.4.1
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	W.4.1a
Provide reasons that are supported by facts and details.	W.4.1b
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	W.4.1c
Provide a concluding statement or section related to the opinion presented.	W.4.1d
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
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 discipline-specific tasks, purposes, and audiences.	W.4.10

Opinion/Argument Writing Rubric Grade 4

Criterion	5	4	3	2	1
Focus / Opinion CCSS: W – 1a, W – 1 b, W – 4	-Responds skillfully to all parts of the prompt -States an opinion that demonstrates an insightful understanding - Considers alternate opinions but dismissed with reason	-Responds successfully to all parts of the prompt -States an opinion that demonstrates a complete understanding of topic/text -Mentions alternative opinion successfully	-Responds to all parts of the prompt -States an opinion that demonstrates an understanding of topic/text	-Responds to some parts of the prompt -Attempts an opinion that demonstrates limited understanding of topic/text	-Responds to no parts of the prompt and lacks opinion -Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: W – 1a, W – 1c, W – 1d, 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., for instance, in order to, in addition)	-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., because, therefore, since, for example)	-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 CCSS: RIT – 1, W – 1b	-Supports opinion skillfully with substantial, relevant, detailed, and distinct reasons -Provides detailed explanation/analysis of how evidence supports opinion -Refers to at least the minimum number of sources required by title, citing a direct quote, and makes reference to additional sources	-Supports opinion with solid and distinct reasons -Provides clear explanation of how evidence support opinion -Refers to at least the minimum number of sources required by title, citing a direct quote, and makes a clear connection to topic	-Supports opinion with adequate reasons -Provides some explanation of how evidence supports opinion -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	-Supports opinion with irrelevant, repetitive, or single reason - Provides little explanation of how evidence supports opinion -Refers to fewer sources than required or does not cite sources by title	-Unsupported opinion with no evidence -Does not refer to sources
Knowledge of Language and Conventions CCSS: 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 -Incorporates a variety of figurative language effectively (metaphor, simile, alliteration, hyperbole) -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 -Incorporates some figurative language effectively (metaphor, simile, alliteration, hyperbole)	-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 - Attempts to incorporate figurative language with some success (metaphor, simile, alliteration, hyperbole)	-Uses some incorrect or incomplete sentence structure -Demonstrates limited understanding of grade-level appropriate conventions, and errors interfere with the meaning -Word choice is repetitious and simplistic - Attempts to incorporate figurative language (metaphor, simile, alliteration, hyperbole), but is unsuccessful	-Uses mostly incomplete or incorrect sentence structure -Lack of understanding of grade level appropriate conventions, and errors interfere with the meaning
<i>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</i>					