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| Fourth grade ELA Reading Benchmarks are designed to clearly communicate the student’s reading level at each of the four reporting periods. While the STAR will tell you if the student is reading at the expected level, a Fountas and Pinnell assessment or using books with F&P levels will allow you to assess the application of standards in a text. The student should be able to read the benchmark text with **95-97%** accuracy with excellent or satisfactory comprehension or **98-100%** accuracy with limited comprehension. | | | |
| **Fall Benchmark STAR**  **Scaled Score: 458** | **January Benchmark STAR**  **Scaled Score: 487** | **March Benchmark STAR**  **Optional** | **June Benchmark STAR**  **Scaled Score: 520** |
| **Fall Benchmark**  **F & P Level P** | **January Benchmark**  **F & P Level Q** | **March Benchmark**  **F & P Level R** | **June Benchmark**  **F & P Level S** |

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| **ELA GRADE 4** | | |
| **Priority Standard Rubric**  **Reading Literature** | | |
| **Anchor Standard** | | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **ELA.4.RL.9** | | ℗4.RL.9 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. |
| **Performance Level** | **4** | Using stories, myths, and traditional literature from different cultures can***thoroughly and consistently*** compare and contrast:   * the treatment of similar themes and topics (e.g., opposition of good and evil) * patterns of events (e.g., the quest)   Using an appropriate benchmark level text. |
| **3** | Using stories, myths, and traditional literature from different cultures can***usually and adequately*** compare and contrast:   * the treatment of similar themes and topics (e.g., opposition of good and evil) * patterns of events (e.g., the quest)   Using an appropriate benchmark level text. |
| **2** | Using stories, myths, and traditional literature from different cultures can***sometimes and/or with assistance*** compare and contrast:   * the treatment of similar themes and topics (e.g., opposition of good and evil) * patterns of events (e.g., the quest)   Using an appropriate level benchmark text  Or can thoroughly and consistently (or usually and adequately) demonstrate skill with a text read by the teacher |
| **1** | Using stories, myths, and traditional literature from different cultures ***cannot yet or needs considerable assistance to*** compare and contrast:   * the treatment of similar themes and topics (e.g., opposition of good and evil) * patterns of events (e.g., the quest)   Neither using an appropriate benchmark level text nor from a teacher read aloud. |
| ***CCSS—Grade Specific Reading Literature Standard 10 (Grade 4)***  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | |