

What is it we expect students to learn? Identifying Essential Standards

Grade Level:	4th				
Subject:	Com Arts				
Team Members:	Suchan, Hornickel, New, Wallace				
1. Standard/Description	2. Evidence of Proficiency	3. Prior Skills Needed	4. Common Summative Assessment	5. When Taught?	6. Enrichment Standards
R1C: Use decoding strategies to figure out how to say words you don't know. (ex. spot the vowel, vowel bump, segment and write, etc.)	Reading Curriculum Based Measurement (RCBM) Fall 103 wpm Winter 119 wpm Spring 132 wpm Qucik Phonics Screener (QPS) 8/10 or higher on Tasks 1-10	Know how to apply at least 1 strategy to figure out how to say a word.	RCBM, QPS	All 4 quarters	
R1D: Read grade level text with fluency, accuracy, and expression. For students: Read a book or story for one minute at a 4th grade level and reach benchmarks. When you read aloud, read with expression, the right tone of voice, and an appropriate pace.	Reading Curriculum Based Measurement (RCBM) Fall 103 wpm Winter 119 wpm Spring 132 wpm	Read 3rd grade level text with fluency, accuracy, and expression.	RCBM, fluency rubric	All 4 quarters	
R1E: Understand vocabulary in grade level reading using prefixes and suffixes, and context clues	80% or higher on the Theme Skills Test	Know definition of prefix and suffix; practice using context clues to define words;		All 4 quarters	
R1H: Summarize grade level text using your own words.	80 % average or above on teacher created test	know what a summary is and that you can't copy exactly what the book says		All 4 quarters	
R2C: Use details from fiction, poetry, or drama text to make inferences and identify problems and solutions	80 % average or above on teacher created test	Practice making inferences;			
R3C: Use details from non-fiction text to identify cause and effect; and draw conclusions.	80 % average or above on teacher created test	know definition of cause and effect; be familiar with a compare/contast two column chart and/or a Venn diagram;			

W2C: Write a paragraph with a beginning, middle, and end and a logical sequence	Six Traits rubric for organization	Practice writing a paragraph or story with a beginning, middle, and end.			
W2E: In written text, capitalize holidays, names of counties and countries; use apostrophe in contractions and singular possessives with assistance; use standard spelling and classroom resources to edit for correct spelling		Practice capitalizing proper nouns; know what an apostrophe is and what a contraction is; practice editing for correct spelling			
W3A: Write an expository paragraph (providing information or facts) using an appropriate format		Know the difference between narrative, persuasive, and expository writing	Common Writing Assessment (Prompt and Rubric)		
1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary.					
2. Example/Rigor: What does proficient student work look like? Provide an example and/or description.					
3. Prior Skills Needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?					
4. Common Assessment: What assessment(s) will be used to measure student mastery?					
6. When will this standard be taught?					
6. Enrichment: What supplementary standards/skills enrich the essential standard?					
Mattos, Buffum, Weber, 2010					