

# Goodridge Elementary 4th Grade Exit Criteria: Expectations for the Completion of 4th Grade

## Literary Reading Exit Criteria

Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Describe in depth a character, setting, or event in a story or drama, (e.g., a character's thoughts, words, or actions.)

Determine the meaning of words and phrases as they are used in a text.

Explain major differences between poems, drama, and prose when writing or speaking about a text.

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Compare and contrast 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.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the 4–5 grade level.

## Foundation Skills in Reading

Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know how to decode and sound out words in a 4th grade level text.

Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Informational Reading Exit Criteria

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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.

Determine the meaning of general vocabulary words or phrases in a text relevant to a *grade 4 topic or subject area*.

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text.

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences.

Interpret information presented in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages.

Explain how an author uses reasons and evidence to support particular points in a text.

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the 4–5 grade level.

## Writing Exit Criteria

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

In all writing:

- Be able to introduce a topic
- Plan and develop the sequence of events in the piece
- Use appropriate transitions
- Include main ideas and details
- Conclude the piece successfully

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Take notes and categorize information, and provide a list of sources.

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.

### Language/ Grammar Exit Criteria

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use pronouns correctly.
- b. Appropriate verb tense.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading level*.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Acquire and use accurately grade-appropriate academic words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

## Mathematics Exit Criteria

### Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve multi-digit problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

### Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

### Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

### Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

### Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and with numbers.
3. Construct arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Be precise in mathematical work.
7. Look for and make use of structure.