

Topic: Literature: Key Ideas and Details	
Score	Description: (RL4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> •Reference explicit and implicit details to support a given conclusion based on the text or texts.
3	The student will: <ul style="list-style-type: none"> •Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •Inference, example, details, author, message, purpose, explain, specific The student will perform basic processes, such as: <ul style="list-style-type: none"> •Identifying text evidence such as explicit details to support a given conclusion based on the text.
1	No understanding of the standard is demonstrated.

Topic: Literature: Key Ideas and Details	
Score	Description: (RL.4.2) Determine the theme of a story, drama, or poem from details in the text; summarize the text.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Identifying another story that has the same theme. • Explain how the theme impacts the story. <ul style="list-style-type: none"> • Classifying by type the literary text being read, • Analyzing and summarizing a theme or main idea presented in a text, • Using details within a text or texts to support and justify the statement of theme or main idea.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Determine the theme of a story, drama, or poem from details in the text. • Summarize text using key details.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Theme, summarize, details, drama, poem, main idea <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Recount key details in the text. <ul style="list-style-type: none"> • Identifying the type of literary text being read, • Identifying the theme or main idea being presented in a text, or • Restating the key events presented in a text.
1	No understanding of the standard is demonstrated.

Topic: Literature: Key Ideas and Details	
Score	Description: (RL4.3) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL4.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> •Students can analyze and compare the use of the relationship of literary elements within a text or across two texts. •Use specific details from the text to help describe the literary elements used within the text.
3	<p>The student will:</p> <ul style="list-style-type: none"> •Describe in depth or compare a character, setting, or event in a story, drama, drawing on specific details in the text. •Identifying details from the text that help describe literary elements used within the text.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> •Characters, setting, drama, details, event, thoughts, words, actions, internal characteristics, external characteristics, plot, sequence of events, problem/conflict, resolution, time, place <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> •Identifying the use of literary elements (e.g., character, setting, plot points) within a text.
1	No understanding of the standard is demonstrated.

Topic: Literature: Craft and Structure	
Score	Description: (RL4.5) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> •Analyzing the differences between different literary forms.
3	The student will: <ul style="list-style-type: none"> •Explain the major differences between poems, drama, and prose. •Refer to the structural elements of poems and dramas when writing or speaking about a text.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •verse, rhythm, meter, stanza, line, stage directions, dialogue, description, setting, cast of characters, expression, act, scene The student will perform basic processes, such as: <ul style="list-style-type: none"> •Identifying the structural elements of different literary forms (poems, drama, and prose).
1	No understanding of the standard is demonstrated.

Topic: Literature: Craft and Structure	
Score	Description: (RL4.6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> •Analyzing the point(s) of view used to narrate two or more texts
3	The student will: <ul style="list-style-type: none"> •Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •Compare and contrast, point of view, perspective, narrate, narrator, first person, third person, text, stories, selections The student will perform basic processes, such as: <ul style="list-style-type: none"> •Identify point(s) of view (used to narrate two texts)
1	No understanding of the standard is demonstrated.

Topic: Literature: Integration of Knowledge and Ideas	
Score	Description: (RL4.9) Compare and contrast the treatment of themes and topics.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Compare and contrast using explicit and/or implicit details that support themes and topics and patterns of events. • Analyzing and interpreting the similarities and differences between two or more texts with a single theme and patterns of events.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Compare and contrast the treatment 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.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • compare, contrast, treatment, culture, patterns, events, traditional, myth, story, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify explicit details within a text that support themes or topics. • Identifying similarities between two or more texts with a single theme or patterns of events.
1	No understanding of the standard is demonstrated.

Topic: Literature: Language in Reading	
Score	Description: (RL4.11) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Understands and applies the Greek and Latin root words, affixes, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text. • Can use resources to determine the correct meaning of an unknown word.
3	The student will: <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. • Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Greek and Latin root words and affixes (i.e. bio-, eco-, non-, oct-, tri-, photo-, tele-, vis-, -graph, etc.) The student will perform basic processes, such as: <ul style="list-style-type: none"> • Can identify common affixes used within a text • Can use resources to determine the correct meaning of an unknown word.
1	No understanding of the standard is demonstrated.

Topic: Literature: Language in Reading	
Score	Description: (RL4.12) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Explain the meaning of figurative language, word relationships, or nuances used in context. • Apply figurative language, word relationships or nuances within a predetermined context.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Explain the meaning of simple similes and metaphors in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Simile, metaphor, connotative, connotations, denotative, denotations, idioms, figurative language, adage, proverbs, synonyms, antonyms <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify figurative language using context. • Identify denotative (explicit definition as listed in the dictionary) and connotative (idea or feeling that the word invokes) word meanings in the context of a text.
1	No understanding of the standard is demonstrated.

Topic: Informational Text: Key Ideas and Details	
Score	Description: (RI.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> •Identify explicit or implicit details and can support or refute a given inference or conclusion based on the text or texts.
3	The student will: <ul style="list-style-type: none"> •Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •Inference, example, details, author, message, purpose, explain, specific The student will perform basic processes, such as: <ul style="list-style-type: none"> •Identifying text evidence such as explicit details to support a given conclusion based on the text.
1	No understanding of the standard is demonstrated.

Topic: Informational Text: Key Ideas and Details	
Score	Description: (RI.4.2) Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Evaluate the main ideas and how it is supported by key details and summarize the entirety of a text.
3	The student will: <ul style="list-style-type: none"> •Determine the main idea of a text and explain how it is supported by key details. •Summarize the text.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •main idea, text, key details, determine, support, explain, summarize, summary The student will perform basic processes, such as: <ul style="list-style-type: none"> •Identify a central idea, support details, a key event, or a procedure in text. •Recall explicit details from a text.
1	No understanding of the standard is demonstrated.

Topic: Informational Text: Key Ideas and Details	
Score	Description: (RI.4.3) 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.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> •Form a conclusion and inference based on explicit and implicit details.
3	The student will: <ul style="list-style-type: none"> •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.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •Explain, procedure, events, ideas, concepts, historical, scientific, technical text, specific information, results The student will perform basic processes, such as: <ul style="list-style-type: none"> •Identify the events, procedures, ideas, or concepts within a text
1	No understanding of the standard is demonstrated.

Topic: Informational Text: Craft and Structure	
Score	Description: (RI.4.4) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> •Analyze grade-level academic and domain specific words or phrases in a text relevant to grade 4 topic or subject area.
3	The student will: <ul style="list-style-type: none"> •Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •Domain, prefix, suffix, Greek, Latin, multiple meanings, figurative language, dictionary, glossary The student will perform basic processes, such as: <ul style="list-style-type: none"> •Can determine the meaning of a common word and academic words in a text. •Can use resources to determine the correct meaning of an unknown word.
1	No understanding of the standard is demonstrated.

Topic: Informational Text: Craft and Structure	
Score	Description: (RI.4.5) 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.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> •Analyze why the author used the text structure to impact the story.
3	The student will: <ul style="list-style-type: none"> •Describe the overall structure (l.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •Organization, structure, text, chronology, comparison, cause/effect, problem/solution, order, events, ideas, sequence, describe, tell, signal words The student will perform basic processes, such as: <ul style="list-style-type: none"> •Identify the text structures
1	No understanding of the standard is demonstrated.

Topic: Informational Text: Integration of Knowledge and Ideas	
Score	Description: (RI.4.7) Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> •Analyze and interpret why the author chose to present information through a specific text feature. •Analyze the relationship between a text and text features (e.g., graphs and diagrams).
3	The student will: <ul style="list-style-type: none"> •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.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •Interpret, information, graphs, charts, legends, diagrams, timelines, animation, explain, analyze, contributes The student will perform basic processes, such as: <ul style="list-style-type: none"> •Identify various text features within a text.
1	No understanding of the standard is demonstrated.

Topic: Integration of Knowledge and Ideas	
Score	Description: (RI.4.8) Explain how an author uses reasons and evidence to support particular points in a text.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> •Analyze and interpret the evidence used to supports the author’s point in the text.
3	The student will: <ul style="list-style-type: none"> •Explain how an author uses reasons or evidence to support particular points in a text.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •Reasons, evidence, support, author, proof, explanation, points The student will perform basic processes, such as: <ul style="list-style-type: none"> •Identify explicit evidence within a text that supports the author’s claim.
1	The student does not demonstrate an understanding of all level 2 elements.

Topic: Informational Text: Integration of Knowledge and Ideas	
Score	Description: (RI.4.9) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> •Compare and contrast 2 or more texts in order to analyze and synthesize information.
3	The student will: <ul style="list-style-type: none"> •Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •Compare and contrast, source, credible, key details, plagiarism, print sources, digital sources The student will perform basic processes, such as: <ul style="list-style-type: none"> •Identify explicit information about the topic from one source.
1	The student does not demonstrate an understanding of all level 2 elements.

Topic: Informational Text: Language in Reading	
Score	Description: (RI.4.11) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Understands and applies the Greek and Latin root words, affixes, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text. • Can explain to a peer or an adult the processes used to determine the correct meaning of an unknown word.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. • Use context as a clue to the meaning of the word or phrase. • Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Greek and Latin root words and affixes (i.e. bio-, eco-, non-, oct-, tri-, photo-, tele-, vis-, -graph, etc.) <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Can determine the intended meaning of a common word and academic words in a text. • Can use resources to determine the correct meaning of an unknown word.
1	The student does not demonstrate an understanding of all level 2 elements.

Topic: Informational Text: Language in Reading	
Score	Description: (RI.4.12) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> •Analyze the meaning of figurative language, word relationships, or nuances used in context. •Analyze the impact of figurative language, word relationships, or nuances on meaning and tone.
3	<p>The student will:</p> <ul style="list-style-type: none"> •Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. •Explain the meaning of simple similes and metaphors in context. •Recognize and explain the meaning of common idioms, adages, and proverbs. •Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> •simile, metaphor, connotative, denotative, idioms, figurative language, adage, proverbs, synonyms, antonyms <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> •Identify figurative language using context. •Identify denotative (explicit definition as listed in the dictionary) and connotative (idea or feeling that the word invokes) word meanings in the context of a text.
1	The student does not demonstrate an understanding of all level 2 elements.

Topic: Foundational Skills: Phonics and Word Recognition	
Score	Description: (RF.4.3) Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately in context and out of context.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> •Demonstrates mastery of grade-level phonics and word analysis skills when decoding words fluently.
3	The student will: <ul style="list-style-type: none"> •Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter sounds correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words currently in context and out of context.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> •prefix, suffix, root word, affix, chunking, syllables, (i.e, re-, un-, mis-, -ment, -ness, -less, etc.) The student will perform basic processes, such as: <ul style="list-style-type: none"> •Has inconsistent understanding of phonics and word analysis skills in decoding words.
1	The student does not demonstrate an understanding of all level 2 elements.

Topic: Foundational Skills: Fluency	
Score	Description: (RF.4.4) Read with sufficient accuracy and fluency to support comprehension.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> •Demonstrates mastery of grade-level accuracy and fluency skills when reading for comprehension.
3	<p>The student will:</p> <ul style="list-style-type: none"> •Read with sufficient accuracy and fluency to support comprehension. •Read on level text with purpose and understanding. •Read on level prose and poetry with accuracy, appropriate rate, and expression on successive reading. •Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> •self-correction, self-monitoring, fluency, comprehension, rereading, skim, expression, genre <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> •Student reads with basic accuracy and fluency skills when reading for comprehension.
1	The student does not demonstrate an understanding of all level 2 elements.

Topic: Writing	
Score	Description: (W.4.1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Address the counterclaim in their writing
3	The student will: <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information <ul style="list-style-type: none"> a. Know the difference between fact and opinion. b. 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. c. Provide reasons that are supported by facts and details. d. Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition). e. Provide a concluding statement or section related to the opinion presented.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Opinion, fact, pros, cons, evidence, point of view, conclusion, support, topic, organizational structure, transitional words/phases The student will perform basic processes, such as: <ul style="list-style-type: none"> • Stating their opinion with minimal facts to support their side • Giving information but never stating their opinion
1	The student does not demonstrate an understanding of all level 2 elements.

Topic: Writing	
Score	Description: (W.4.2) Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Choose a specific text structure to clearly organize a text (for example: use a comparison structure to describe two different perspectives in an informative text)
3	<p>The student will:</p> <ul style="list-style-type: none"> • Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections, including formatting (e.g., headings.), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • text features, headings, fact, opinion, <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Providing facts on the topic without grouping related information
1	The student does not demonstrate an understanding of all level 2 elements.

Topic: Writing	
Score	Description: (W.4.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Plot structure contains all the following elements in their narrative: exposition (background information), rising action, climax, falling action and resolution
3	<p>The student will:</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Narrative, character, setting, plot, sensory details, sequence of events, conclusion, narrator, <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Tells a story without a clear beginning, middle, or end
1	The student does not demonstrate an understanding of all level 2 elements.

Topic: Writing	
Score	Description: (W.4.10) Demonstrate command of and use of knowledge of the conventions of standard English grammar and usage when writing.
4	N/A
3	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate command of and use of knowledge of the conventions of standard English grammar and usage when writing. <ol style="list-style-type: none"> a. Chose words and phrases to convey ideas precisely. b. Form and use relative pronouns and relative adverbs. c. Form and use the progressive verb tenses. d. Use modal auxiliaries (e.g., can, must) to convey various conditions. e. Order adjectives within sentences according to conventional patterns. f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., too, two) i. Choose punctuation for effect
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Conventions, run-on, sentence fragment, pronouns, adverbs, verbs, prepositional phrase <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Simple complete sentences • Uses same punctuation for all sentences (periods)
1	The student does not demonstrate an understanding of all level 2 elements.

Topic: Writing	
Score	Description: (W.4.11) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	N/A
3	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> 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.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • conventions, punctuation, period, comma, quotation, <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Beginning capitalization and ending punctuation
1	The student does not demonstrate an understanding of all level 2 elements.