



URBANDALE
COMMUNITY SCHOOL DISTRICT

4th Grade Literacy

Learning Requirements & Proficiency Scales

What are grade level learning requirements and how should they be used?

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling “why” and “what” within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

What are proficiency scales and how should they be used?

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:

- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To identify individual lesson learning targets work towards proficiency of the learning requirement
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

Grade for Learning Implementation Expectations

How are learning requirements and proficiency scales used to determine course/content area scores or grades?

A score (level of proficiency) for a learning requirement is determined by using a body of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity is tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and if they are not, then review the evidence for level 2.0 or 4.0. The last piece of evidence should hold the most weight when making a decision about a student's level of proficiency.

In the example below, the student has received scores for multiple pieces of evidence connected to one learning requirement. Since the evidence shows learning progress over time, the scores are not averaged. The last piece of evidence holds the most weight in determining the overall learning requirement proficiency because it is the most recent evidence of student learning.

Evidence	Score	Learning Requirement	Level of Proficiency
Formative Assessment	1.0	I can apply print knowledge to read and write.	3.0
Checking for Understanding	2.0		
Formative Assessment	3.0		
Unit Assessment	3.0		

The Anatomy of the Proficiency Scale

Learning Requirement: I can apply print knowledge to read and write.		
Prioritized Standard: (RF.3.3) Know and apply grade-level phonics and word analysis skills to support decoding and encoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode and encode words with common Latin suffixes. c. Decode and encode multisyllable words. d. Read grade-appropriate irregularly spelled words with accuracy and automaticity. (DOK 1,2) (L.3.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word [e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat]. c. Use a known root word as a clue to the meaning of an unknown word with the same root [e.g., company, companion]. d. Use reference materials (e.g., glossaries or beginning dictionaries) to determine or clarify the precise meaning of key words and phrases. (DOK 2,3)		
Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Analyze how adding prefixes or suffixes to root words changes their meaning, and use this understanding to explain and create new words. 	Identify words with common roots and prefixes, such as "meter" in <i>thermometer</i> and <i>centimeter</i> , or "re-" in <i>reflect</i> and <i>refill</i> , and explain how understanding these affixes helps determine word meanings. Then, create new words using these roots and prefixes.
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> Read and write multisyllabic and irregularly spelled words, and understand the meanings of common roots and affixes. 	Read and write words such as <i>accomplishment</i> , <i>considerable</i> , <i>receive</i> , and <i>Wednesday</i> .
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: <i>diphthong, root</i> Perform basic processes such as: <ul style="list-style-type: none"> Read high-frequency, one-syllable words fluently. List different strategies for decoding unfamiliar words. Describe how to break words into parts using short and long vowel sounds. Give an example of a word that uses a particular suffix or prefix. Explain how a particular prefix or suffix changes the meaning of a common word. Identify words in a text that contain recognizable suffixes and prefixes. Form all upper and lowercase cursive letters correctly. 	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 content contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnosis need and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

Learning Requirements
<u>I can apply print knowledge to read and write.</u>
<u>I can analyze text organization and structure.</u>
<u>I can use text features to better understand a text.</u>
<u>I can analyze ideas and themes.</u>
<u>I can analyze claims, evidence, and reasons.</u>
<u>I can analyze narratives.</u>
<u>I can analyze points of view.</u>
<u>I can compare texts.</u>
<u>I can analyze words.</u>
<u>I can analyze language.</u>
<u>I can generate text organization and structure.</u>
<u>I can generate claims, evidence and reasons.</u>
<u>I can use information from sources for research.</u>
<u>I can generate a narrative.</u>
<u>I can revise to improve my writing.</u>
<u>I can recognize and use parts of speech.</u>
<u>I can edit my writing.</u>

Grade 4 Reporting	Trimester 1			Trimester 2			Trimester 3		
Learning Requirement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
I can apply print knowledge to read and write.									
I can analyze text organization and structure.									
I can use text features to better understand a text.									
I can analyze ideas and themes.									
I can analyze claims, evidence, and reasons.									
I can analyze narratives.									
I can analyze points of view.									
I can compare texts.									
I can analyze words.									
I can analyze language.									
I can generate text organization and structure.									
I can generate claims, evidence and reasons.									
I can use information from sources for research.									
I can generate a narrative.									
I can revise to improve my writing.									
I can recognize and use parts of speech.									
I can edit my writing.									

Learning Requirement: I can **apply print knowledge to read and write.**

Prioritized Standard:

(RF.4.3) Know and apply grade-level phonics and word analysis skills to support decoding and encoding words.

a. Accurately read unfamiliar multisyllabic words in and out of context using sound-spelling correspondences, syllabication patterns, and morphology (e.g., roots and affixes). (DOK 1,2)

(RF.4.4) Orally read grade-level texts (e.g., poetry and prose) with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. (DOK 1,2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Read a text with expression and tone appropriate to the content. 	Read a passage from <i>The Season of Styx Malone</i> , using tone of voice to convey how Caleb feels when his father will not allow school field trips to Indianapolis.
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> Read aloud accurately and fluently, decoding unfamiliar words using context clues, roots and affixes, and syllabication patterns. 	Correctly read aloud a passage from <i>The Season of Styx Malone</i> using normal speech speed and cadence.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: <i>affix, sight word</i> Perform basic processes such as: <ul style="list-style-type: none"> List different strategies for decoding unfamiliar words. Pronounce pairs of vowels (such as diphthongs) that form new sounds. Sound out words with multiple syllables by breaking the words into parts. Describe how to break words into parts using short and long vowel sounds. Identify roots or affixes in a word. Read multisyllabic regularly spelled words fluently. Read high-frequency words fluently. Read high-frequency irregular words fluently (such as <i>hour, create, radio</i>). Write legibly for a variety of tasks. 	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **analyze text organization and structure.**

Prioritized Standard:

(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. (DOK 1,2,3)

(RI.4.7) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to comprehension of the text. (DOK 2,3)

(RL.4.5) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse,

rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (DOK 2,3)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Analyze a text's overall structure to determine how it contributes to the overall message. 	In <i>Earth's Layers and Moving Parts</i> , analyze why Inge Lehmann needed thousands of records and pieces of data to come to her conclusion.
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> Explain the structure and key features of different types of texts and describe how visual or structural elements help organize and clarify a text. 	In <i>Our Home, Earth</i> by Greta Gard, determine who the author included an image of the Grand Canyon.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: <i>causation, problem/solution, graph, multimedia</i> Perform basic processes such as: <ul style="list-style-type: none"> Describe characteristics of various text structures (such as description, sequence, causation, problem/solution, comparison). Annotate words or phrases that indicate a description, sequence, causation, problem/solution, or comparison relationship. Explain the purpose of various text features. Describe the content of an image or multimedia presentation. Explain how a caption or passage relates to an image. Explain how a text feature represents a concept, event, or person in a text. 	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can use **text features** to better understand a text.

Prioritized Standard:

(W.4.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, 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. (DOK 2,3,4)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
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4.0 Exceeds Grade Level Standard	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</p> <ul style="list-style-type: none"> • Incorporate multiple heading levels in a text to make the relationships between concepts or events clear. 	In an informative text about the first settlers at Plymouth Colony, use headings for different years or seasons and subheadings to show what happened during each span of time.
3.0 Meets Grade Level Standard	<p>The student will:</p> <ul style="list-style-type: none"> • Use headings, formatting, and other text features to help the audience understand a text's ideas. 	In an informational text about the American Revolution, use headings to label each section, incorporate definitions for vocabulary such as <i>tyrant</i> , and provide a photograph, map, or other illustration to help a reader understand the reason for conflict.
2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary: <i>text feature</i></p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> • Explain how a specific text feature can help a reader understand something in a text. • Identify parts of a draft that talk about specific technical, scientific, historical, or complex concepts. • List different types of text features that could help a reader understand a specific concept or event. • Identify keywords in a text. • Use keywords from a text to create headings. 	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **analyze ideas and themes**.

Prioritized Standard:

(RL.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. (DOK 1,2,3)

(RL.4.2) Determine a theme of a story, drama, or poem from details in the text; summarize the text. (DOK 2,3)

(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. (DOK 1,2,3)

(RI.4.2) Determine the main idea of a text and explain how it is supported by key details; summarize the text. (DOK 2,3)

Supporting:

(SL.4.2) Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (DOK 2,3)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</p> <ul style="list-style-type: none"> • Compare the themes in two versions of a text and explain how elements of the texts affect their themes. 	Compare a traditional version of Little Red Riding Hood, such as the one by the Brothers Grimm, to Roald Dahl's poem "Little Red Riding Hood and the Wolf";

Standard		explain how events in the poem change the story's message or themes.
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> Use details from a text to explain, make inferences, find the theme or main idea, and summarize. 	In <i>The Road to Independence</i> , students will provide details and examples to explain why the colonists were growing angry with Britain.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: <i>outline, paraphrase, topic sentence, theme</i> Perform basic processes such as: <ul style="list-style-type: none"> Identify the topic sentence in a paragraph. Explain how a detail in a paragraph relates to a topic sentence or section heading. Explain what information should be included in a summary of a fiction or nonfiction text. Create a timeline of events or outline for a text. Describe how a main character changes by the end of a text. Identify any lessons the main character must learn in order to change. Annotate repeated words, phrases, or ideas in a text. 	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **analyze claims, evidence, and reasons.**

Prioritized Standard:

(RL.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

(DOK 1,2,3)

(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. (DOK 1,2,3)

(RI.4.8) Explain how an author uses reasons and evidence to support particular points in a text. (DOK 2,3)

(SL.4.3) Identify the reasons and evidence a speaker provides to support particular points. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Identify two points on a particular topic in a text and compare the reasons and evidence provided for these points. 	In the <i>Geology: The Study of the Earth</i> unit, read about how different types of rocks are formed. Identify two points made by the author about the benefits of studying rocks (e.g., how studying rocks helps scientists understand Earth's history vs. how it helps predict natural disasters). List the reasons and evidence provided for each point. Then, compare these two points and explain which one is more strongly supported by the evidence provided in the text.

3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> Explain how details and evidence support an author's point. 	(for example, identify reasons and evidence in Ilya Gridneff's "Kenya Tries to Balance Turtles and Tourism" at tweentribune.com that support the opinion that preserving turtles is good for Kenya's tourism and for the environment)
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: <i>personal experience, quote, facts</i> Perform basic processes such as: <ul style="list-style-type: none"> Explain why it is important to support opinions with reasons and evidence. Identify types of evidence a text can use. Annotate details that relate to an opinion in a text. Annotate words or phrases that can accompany a reason or piece of evidence (such as <i>because, for example, proof</i>). 	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **analyze narratives**.

Prioritized Standard:

(RL.4.3) 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). (DOK 2,3)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Create an alternate ending to the story based on how a character would react to a different setting. 	Create a different ending for The Season of Styx Malone if the setting was a bustling city instead of a small town.
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> Describe a character, event, or setting using specific details from a narrative text. 	Describe what Caleb is like at the beginning and end of The Season of Styx Malone using specific actions and events from the text.
2.0 Approaching Grade Level	The student will recognize or recall specific vocabulary: <i>trait</i> Perform basic processes such as: <ul style="list-style-type: none"> Describe specific characters, settings, and events in a text. Identify dialogue, actions, and thoughts that belong to a particular character in a text. 	

Standard	<ul style="list-style-type: none"> Identify descriptions of a particular setting in a text. Identify descriptions of a particular event in a text. 	
1.0 Beginning		
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **analyze points of view**.

Prioritized Standard:

(RL.4.6) Compare and contrast the point of view and/or perspective from which different stories are narrated, including the difference between first- and third-person narrations. (DOK 2,3)

(RI.4.6) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (DOK 2,3)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	<p>The student will:</p> <ul style="list-style-type: none"> Analyze two different stories with contrasting points of view and discuss how the authors' choices affect the themes of each story. 	Read two stories with contrasting points of view, such as one written in the first-person perspective and another in the third-person perspective. Analyze how each author's choice of point of view affects the theme of the story. Discuss how the narrator's perspective shapes the reader's understanding of the characters, events, and overall message of each story.
3.0 Meets Grade Level Standard	<p>The student will:</p> <ul style="list-style-type: none"> Compare and contrast different points of view in stories and accounts of the same event. 	Read an excerpt from <i>Our Planet: Geology</i> and compare it to a firsthand account of a volcanic eruption. Discuss how the two texts present the event from different perspectives (e.g., the scientific explanation vs. a personal experience) and describe the differences in focus and information provided.
2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary: <i>narration, persona</i></p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> Annotate instances of description and narration in a text that give clues about who the narrator or speaker is. Identify whether first-person pronouns (such as <i>I, me, myself</i>), third-person pronouns (such as <i>she, he</i>), or names are used in descriptions of the main character's actions, thoughts, and feelings. State that a narrator or speaker in fiction is a persona and is not the author. Identify when the narrator is also a character in a narrative. Annotate dialogue, events, or descriptions that provide clues about what a narrator is like. 	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can **compare texts**.

Prioritized Standard:

(RL.4.7) Make connections between a literary text and a visual/oral presentation of the text (e.g., mood, aspects of characters, or setting). (DOK 2,3,4)

(RL.4.9) 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 literary text. (DOK 3,4)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</p> <ul style="list-style-type: none"> Create and present a scene that reflects a theme from a text, using details from the original story and its visual adaptation." 	Create a storyboard or short script for a new scene from <i>Treasure Island</i> that reflects the theme of adventure. Use details from the text and visuals from the adaptation to ensure your scene aligns with the story's tone, characters, and events. Share your work and explain how your scene connects to the original theme and its portrayal in both the text and adaptation.
3.0 Meets Grade Level Standard	<p>The student will:</p> <ul style="list-style-type: none"> Compare themes, topics, and events in literary texts and connect them to their visual or oral presentations. 	Compare an excerpt from <i>Treasure Island</i> to a scene from a visual adaptation, focusing on how the theme of adventure is portrayed in both versions. Discuss similarities and differences in the events, characters, and visuals that highlight the theme.
2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary: <i>firsthand, secondhand, oral, representation, visual, culture, myth</i></p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> Identify the qualities of a firsthand account of a topic or event (for example, the author may speak about an event more emotionally and how it personally impacted him or her) and text types which are generally firsthand accounts (such as letters, diary entries, autobiographies, speeches). Identify the qualities of a secondhand account of a topic or event (for example, the author was not directly involved in the event and probably used research to write about the event) and text types which are generally secondhand accounts (such as articles, encyclopedia entries, history books, biographies). Identify when first-person pronouns (such as <i>I, me, myself</i>) or third-person pronouns (such as <i>she, he, they</i>) or names are used to recount an event or describe a topic. Identify the characters and important events or actions in a text. Identify the main elements of a visual representation of a text. Explain how a representation of a character relates to that character's description in a text. 	

	<ul style="list-style-type: none"> Identify the main characters and setting of a myth. Identify magical or fantastic features in a myth (such as talking animals, gods and goddesses, humans with extraordinary abilities). Identify words, phrases, or concepts that are repeated across myths.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can **analyze words**.

Prioritized Standard:

(RL.4.4) Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters. (DOK 2,3)

(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. (DOK 1,2,3)

(L.4.4) 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.

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 Greek and Latin 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) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (DOK 2,3)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Research a word's etymology to determine how it came to have its current meaning. 	Create a glossary of domain-specific words about the Middle Ages that includes definitions, examples of how the word is used in context and information about its etymology.
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> Use context clues and text resources to determine the meaning of domain-specific and academic vocabulary. 	Use clues from <i>Medieval Knights and Castle Life: Europe's Middle Ages</i> to generate a definition for an unknown word, such as the term <i>orthodox</i> , and explain if the definition makes sense in context and if the word can be found in the book's glossary.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: <i>text feature, homophone</i> Perform basic processes such as: <ul style="list-style-type: none"> Identify words or phrases that are defined by a glossary in a text. Identify descriptions or examples of an unknown word or phrase in a text. Describe how a text feature such as an image, graphic, or caption explains or clarifies the meaning of a word or phrase. 	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can **analyze language**.

Prioritized Standard:

(L.4.5) 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 an understanding of synonyms and antonyms. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> • Create a poem or short story that utilizes similes, metaphors, and/or figurative language to impact the meaning or tone. 	Create a poem or short story in response to Langston Hughes's "Harlem" that includes figurative language to impact the overall message or feeling of the piece.
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> • Explain the purpose of similes and metaphors and demonstrate an understanding of figurative language, word relationships, and nuances of word meaning. 	Explain why Langston Hughes compares the dream to a raisin in "Harlem" and how this comparison helps a reader understand the qualities of the dream.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: <i>metaphor, simile</i> Perform basic processes such as: <ul style="list-style-type: none"> • Identify similes in a text. • Identify metaphors in a text. • Explain that metaphors or similes have nonliteral meaning. 	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **generate text organization and structure**.

Prioritized Standard:

(W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (DOK 1,2,3)
(W.4.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

b. Develop the topic with facts, definitions, 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. (DOK 2,3,4)

(SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and at an understandable pace. (DOK 1,2,3)

(L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific 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). (DOK 1,2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Select the most effective structure for a text and organize information appropriately to support clarity and purpose. 	When asked to write about differences between the lives of settlers in Plymouth Colony and the lives of American pioneers, decide to use a comparison structure.
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> Introduce a topic, organize information into sections, use linking words to connect details, and conclude by explaining the topic's importance. 	In a text about tree kangaroos, group information about where they live, their appearance and characteristics, and what scientists want to find out about them into separate paragraphs. Conclude an opinion piece about why students should study other people's cultures by explaining what impact this knowledge can have on students' lives.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: <i>introduce, section, link, transition, in addition, such as, main idea</i> Perform basic processes such as: <ul style="list-style-type: none"> Identify important concepts, people, or events a text will discuss. Outline important information about concepts, people, or events that a reader will need to know. Draft a thesis statement that addresses a prompt. Generate possible questions, statements, or stories that could be used to engage a reader in a topic. List the main ideas of a draft using an outline or graphic organizer. Identify details that relate to each main idea of a text. Draft topic sentences for each body paragraph of a text. Describe when to use transitions or linking words and phrases. Identify details that describe a paragraph's main idea. Restate a thesis statement in new language in a draft's conclusion. 	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **generate claims, evidence, and reasons.**

Prioritized Standard:

(W.4.1) Write an opinion piece, supported by a point of view.

a. 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.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. (DOK 2,3,4)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</p> <ul style="list-style-type: none"> Analyze an opinion piece and critique its organization. 	Select an opinion piece from <i>The Age of Exploration</i> . Analyze how the author organizes their argument, including how the introduction, body, and conclusion contribute to their overall message. Identify any strengths or weaknesses in the organization and suggest one way to improve the clarity or persuasiveness of the piece.
3.0 Meets Grade Level Standard	<p>The student will:</p> <ul style="list-style-type: none"> Write an opinion piece with a clear topic, organized reasons supported by facts, linking words, and a strong conclusion. 	Using textual evidence <i>Geology: The Study of the Earth</i> , write a short opinion paragraph explaining how understanding the rock cycle helps scientists predict changes to Earth's surface. Include at least two pieces of evidence from the text to support your opinion and explain how each piece shows the importance of studying the rock cycle.
2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary: <i>convince, inference, paraphrase</i></p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> Describe the qualities of a strong opinion (such as it can be supported by reasons, it is something a person could disagree with, it is relevant to the task or prompt). Explain why it is important to have reasons for an opinion. Describe the qualities of a strong reason (such as it is based on facts or evidence in a text, it clearly supports an opinion, it is convincing). List several opinions a person could have on a specific topic. List reasons for different opinions for a topic. Explain the purpose of evidence in a text. List kinds of evidence a text can use (such as facts, definitions, information from texts, examples, stories from real life). Explain where evidence for a particular topic can be found. Annotate passages in a text that relate to an answer, inference, or reason. Explain how a piece of information does or does not support an answer, inference, or reason. 	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can use information from **sources for research.**

Prioritized Standard:

(RI.4.3) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific details from the text. (DOK 2,3)

(RI.4.9) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (DOK 3,4)

(W.4.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 4 Reading standards to literature (e.g., "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).").

b. 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"). (DOK 2,3)

(W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. (DOK 3,4)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Apply concepts from both texts to develop a new idea or procedure related to the topic 	(for example, identify an academic or hobby-related topic of interest, determine what aspect of this topic to learn more about, find two or more sources using school and library resources, and create a short presentation to teach classmates about the topic).
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> Gather information from one or more texts and explain specific concepts, procedures, or events from nonfiction sources. 	(for example, find two or more sources about a particular habitat or ecosystem, such as a temperate forest, a wetland, or a grassland, and use these sources to describe characteristics of this ecosystem) (for example, use details, scientific vocabulary, and examples from Melvin Berger's <i>Discovering Mars: The Amazing Story of the Red Planet</i> to explain various scientific concepts, such as how planets form)
2.0 Approaching	The student will recognize or recall specific vocabulary: <i>research question, cause, effect, procedure</i>) Perform basic processes such as:	

Grade Level Standard	<ul style="list-style-type: none"> • Use background knowledge or initial research to make a list of ideas, events, and people that relate to a research topic. • Annotate words or phrases in a text that relate to a research topic or question. • Identify passages in a text that relate to a particular concept, procedure, or event. • Identify vocabulary terms in a text that relate to a concept, procedure, or event. • Outline the order of events in a text. • Identify causes and effects for an event in a text (including those that relate to scientific, historical, or technical concepts).
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can **generate a narrative**.

Prioritized Standard:

(W.4.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events. (DOK 2,3,4)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> • Critique a narrative by identifying strengths and areas for improvement, focusing on the use of sensory details, event sequence, and use of dialogue to convey character personality. 	Critique a sample narrative, providing examples from the narrative to support your critique and at least one way to enhance each element.
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> • Organize a narrative with clear events, descriptive details, dialogue, transitions, and a fitting conclusion. 	Write a narrative about a real or imagined experience, such as a student's first day at a new school. Clearly organize the events using transitions to indicate order, include descriptive details to convey experiences and emotions, and use dialogue to develop characters and address any challenges or conflicts. Conclude the story by reflecting on how the events impacted the main character.
	The student will recognize or recall specific vocabulary: <i>chronological, describe, dialogue tag</i>	

2.0 Approaching Grade Level Standard	Perform basic processes such as: <ul style="list-style-type: none"> • Explain what it means to put events in chronological order. • Generate possible conflicts or problems a character could encounter in a text. • List options for how a conflict or problem in a narrative text could be resolved. • List transition words that can be used to show the order of events in a narrative. • Generate words and phrases that could describe a character's actions or feelings in a narrative text. • Explain how dialogue can reveal the main problem or conflict in a narrative text. • Generate words and phrases that could describe how a character says a piece of dialogue. • Generate multiple ideas for what a character might say to another character in a specific situation.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can **revise to improve my writing**.

Prioritized Standard:

(L.4.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- Order adjectives within sentences according to conventional patterns.
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting fragments and run-ons.
- Correctly use homophones (e.g., to, too, two, there, their). (DOK 1,2)

(L.4.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> • Develop a strategy for revising a draft. 	Create a checklist to ensure that the ideas in a text are complete, cohesive, and clear.
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> • Revise to improve writing by using proper grammar and language conventions. 	Add complexity to a paragraph composed of simple sentences by combining sentences to form compound sentences and by adding transition words. Review the structure of a text to make sure the thesis statement is supported by clear reasons and details; revise or add details to make the focus of a text clear.

2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary: <i>dependent clause, independent clause, topic sentence</i></p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> Identify sentence fragments in a text. List common coordinating and subordinating conjunctions. Explain how to identify independent clauses, which can be used to form a compound sentence. Identify the thesis statement in a draft. Explain how each detail in a draft adds to a reader's understanding of a topic. Identify topic sentences that lack details or evidence. Explain how to use paragraph breaks, sections, and headings to add clarity to a draft.
1.0 Beginning	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>
0.0	<p>Even with help, no understanding or skill demonstrated.</p>

Learning Requirement: I can **recognize and use parts of speech**.

Prioritized Standard:

(L.4.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- Order adjectives within sentences according to conventional patterns.
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting fragments and run-ons.
- Correctly use homophones (e.g., to, too, two, there, their). (DOK 1,2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</p> <ul style="list-style-type: none"> Analyze a piece of writing for grammatical correctness regarding fragments and run-ons, and provide feedback for improvement. 	<p>Analyze the grammar and parts of speech used in a written piece, identifying any errors or areas for improvement. Provide detailed feedback on how correcting these errors would enhance the clarity and effectiveness of the communication.</p>
3.0 Meets Grade Level Standard	<p>The student will:</p> <ul style="list-style-type: none"> Use correct grammar and parts of speech in writing and speaking 	<p>Form present progressive verbs to describe an action that is occurring in the moment, such as <i>She is going to the cafeteria because the school lunch bell rang.</i></p>
	<p>The student will recognize or recall specific vocabulary: <i>modal auxiliary verb, future progressive, past progressive, present progressive, relative adverb, relative pronoun, adjective</i></p>	

2.0 Approaching Grade Level Standard	Perform basic processes such as: <ul style="list-style-type: none"> • Identify when it is better to use <i>may</i> instead of <i>can</i>. • Explain the difference between <i>should</i> and <i>must</i>. • Identify where to place a modal auxiliary in a sentence. • Describe how to use a modal auxiliary to ask a question. • Describe how the order of verbs changes when forming a question. • Explain when to use the present, future, and past progressive tenses. • Explain how the usage of <i>who</i>, <i>whose</i>, and <i>whom</i> differs. • Explain how the usage of <i>that</i> and <i>which</i> differs. • Explain the purpose of a particular relative adverb. • Explain the typical order of adjective categories in a sentence.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can edit to improve my writing .		
Prioritized Standard: (L.4.2) 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 correctly, consulting references as needed. (DOK 1,2) (L.4.3) 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). (DOK 2)		
Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> • Create an editing checklist for drafts. 	Create a checklist as a reminder to check for different errors in grammar, capitalization, punctuation, and spelling.
3.0 Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> • Edit writing for correct grammar, capitalization, punctuation, and spelling. 	Rewrite a sentence with a double negative so the meaning is accurate; <i>she felt as if she had never been nowhere</i> could be rewritten as <i>she felt as if she had never been anywhere</i> . Include commas in compound sentences and quotation marks around dialogue and direct quotes.

<p>2.0 Approaching Grade Level Standard</p>	<p>The student will recognize or recall specific vocabulary: <i>double negative, proper adjective, compound sentence</i></p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> • Identify the subject and verb in a sentence. • Identify verbs that do not agree with a specific subject. • Annotate words or phrases that are considered negatives (such as <i>no, not, nobody, none, nowhere, nothing, never</i>). • Identify a sentence that contains a double negative. • Identify proper nouns and adjectives in a sentence. • Identify the end punctuation mark used with imperative, declarative, exclamatory, and interrogative sentences. • Demonstrate where to put a comma in a compound sentence. • Explain how to punctuate dialogue and quotes. • Demonstrate how to use sets of homophones in sentences. • Annotate words or phrases in a draft that may be misspelled. • Review a document using spell check and correct the words that are misspelled.
<p>1.0 Beginning</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>
<p>0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>