					Highly Proficient
		For grade-appropriate	For grade-appropriate texts,	For grade-appropriate	For grade-appropriate texts,
		texts, the Minimally	the Partially Proficient	texts, the Proficient	the Highly Proficient student
		Proficient student	student	student	
Detailed	4.RL.1	identifies details and	Reading: Literature explains what the text says	refers to details and	quotes accurately from a text
Detailed	4.KL.1	examples from the text	explicitly and draws simple	examples in a text when	and refers to key details and
		and draws simple	inferences; identifies key	explaining what the text	examples when explaining
		inferences.	details and examples in the	says explicitly and when	what the text says explicitly
			text.	drawing inferences from	and when drawing complex
				the text.	inferences from the text.
Detailed 4	4.RL.2	identifies an explicitly	recognizes a stated theme of	determines a theme of a	determines an implicitly
		stated theme in a story,	a story, drama, or poem;	story, drama, or poem;	stated theme, or multiple
		drama, or poem; identifies	determines the key details in	summarizes the text.	themes, of a story, drama, or
		some details from the text.	the text.		poem; comprehensively
					summarizes the text.
Detailed	4.RL.3	identifies aspects of a	describes a character, setting,	describes in depth a	describes in depth and
		character, setting, or event	or event in a story or drama,	character, setting, or event	analyzes a complex character,
		in a story or drama,	using explicit details in the	in a story or drama,	setting, or event in a story or
		drawing on explicitly stated details in the text.	text.	drawing on specific details in the text.	drama, drawing on implicit,
		stated details in the text.		in the text.	specific details in the text.
Deteiled	4 DL 4			datawaiyaa tha waxayiya af	and brookly and an interest
Detailed	4.RL.4	identifies the meaning of familiar words, phrases,	uses details from the text to understand the general	determines the meaning of words, phrases, and	analyzes the meaning of unfamiliar words, phrases,
		and figurative language as	meaning of words, phrases,	figurative language as they	and figurative language as
		they are used in a text.	and figurative language as	are used in a text,	they are used in a text,
			they are used in a text,	including those that allude	including those that allude to
			recognizing those that allude	to significant characters.	significant characters.
			to significant characters.		

Detailed	4.RL.5	identifies basic differences between poems, drama, and prose, and identifies common structural elements.	describes differences between poems, drama, and prose, and recognizes the structural elements.	explains major differences between poems, drama, and prose, and refers to the structural elements.	analyzes how major differences between poems, drama, and prose affect meaning, and refers to complex structural elements.
Detailed	4.RL.6	identifies the narrator's point of view in a story; identifies first- and third-person narrations.	determines the point of view from which different stories are narrated, including distinguishing between firstand third-person narrations.	compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	compares and contrasts, then analyzes, the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Detailed	4.RL.7	identifies obvious similarities between the text of a story or drama and the visual or oral presentation of the text.	makes simple connections between the text of a story or drama and the visual or oral presentation of the text.	makes connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	analyzes complex connections between the text of a story or drama and the visual or oral presentation of the text, determining where each version reflects specific descriptions and directions in the text.
Detailed	4.RL.9	identifies similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	describes the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	analyzes the different treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Reading Informational Text						
Detailed	4.RI.1	identifies details and examples from the text and draws simple inferences.	identifies key details and examples in the text; explains what the text says explicitly and draws simple inferences.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.	
Detailed	4.RI.2	identifies an explicitly stated main idea and key details of a text.	recognizes a stated main idea of a text and determines key details; provides a simple summary of the text.	determines the main idea of a text and explains how it is supported by key details; summarizes the text.	determines an implicitly stated main idea of a text and explains, using textual evidence, how it is supported by key details; comprehensively summarizes the text.	
Detailed	4.RI.3	identifies events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	describes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	analyzes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation.	
Detailed	4.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words or phrases in a text.	determines the meaning of general academic and domain-specific words or phrases in a text.	determines and analyzes the meaning of academic and domain-specific words or phrases in a text.	
Detailed	4.RI.5	identifies the structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text.	determines 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.	describes 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.	analyzes 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, including how it contributes to the meaning of the text.	

Detailed	4.RI.6	identifies whether texts written on the same event or topic are a firsthand or secondhand account; determines the focus of the account.	determines the differences between a firsthand and secondhand account of the same event or topic; recognizes the difference in focus and the information provided.	compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in focus and the information provided.	compares and contrasts, then analyzes, a firsthand and secondhand account of the same event or topic, including the difference in focus and the information provided.
Detailed	4.RI.7	identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).	identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and recognizes how the information contributes to an understanding of the text in which it appears.	interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears.	analyzes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to the overall understanding of the text in which it appears.
Detailed	4.RI.8	identifies reasons and evidence an author includes in a text.	describes how an author uses reasons and evidence to support the overall point in a text.	explains how an author uses reasons and evidence to support particular points in a text.	analyzes how an author uses reasons and evidence to support particular points in a text.
Detailed	4RI.9	identifies information from two texts on the same topic in order to answer questions, orally or in writing, about the subject.	utilizes information from two texts on the same topic to write or speak about the subject knowledgeably.	integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	synthesizes complex information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably.

			Writing		
Detailed	4.W.1	writes opinion pieces that	writes moderately organized	writes opinion pieces on	writes well-organized opinion
		lack organization and a	opinion pieces on topics or	topics or texts, supporting	pieces on topics or texts, fully
		clear point of view:	texts:	a point of view with	supporting a point of view
				reasons and information:	with reasons and
		a. states an opinion but	a. introduces a topic or text		information:
		uses an ineffective or	by stating an opinion, and	a. introduces a topic or	
		inappropriate	generally groups ideas	text clearly, states an	a. effectively introduces a
		organizational structure to	together in a way that	opinion, and creates an	topic or text clearly, states an
		present ideas.	supports the writer's purpose.	organizational structure in	opinion, and creates an
				which related ideas are	organizational structure in
		b. provides facts and	b. provides both relevant and	grouped to support the	which related ideas are
		details that are not	irrelevant facts and details.	writer's purpose.	logically grouped to support
		relevant to the topic.			the writer's purpose.
			c. links opinion and reasons	b. provides reasons that	
		c. opinion and reasons are	using basic transitional words.	are supported by facts and	b. provides logically ordered
		not linked with transitions.		details.	reasons that are supported
			d. provides a concluding		by facts and details.
		d. includes an ineffective	statement.	c. links opinion and	
		concluding statement.		reasons using words and	c. smoothly links opinion and
				phrases (e.g., for instance,	reasons using words and
				in order to, in addition).	phrases (e.g., for instance, in order to, in addition).
				d. provides a concluding	
				statement or section	d. provides a relevant and
				related to the opinion	effective concluding
				presented.	statement or section related
					to the opinion presented.

Detailed	4.W.2	writes	writes moderately organized	writes	writes
		informative/explanatory	informative/explanatory texts	informative/explanatory	informative/explanatory texts
		texts to discuss a topic:	to discuss a topic and convey	texts to examine a topic	to thoroughly examine a topic
			ideas and information:	and convey ideas and	and convey ideas and
		a. states the topic and		information clearly:	information clearly and
		groups information in an	a. introduces the topic and		completely:
		illogical or unrelated	groups related information	a. introduces a topic	
		manner; includes	logically; includes formatting	clearly and groups related	a. clearly and effectively
		irrelevant or distracting	(e.g., headings), illustrations,	information in paragraphs	introduces the topic and
		formatting, illustrations,	and multimedia.	and sections; includes	groups related information
		and multimedia.		formatting (e.g., headings),	logically in paragraphs and
			b. supports the topic with	illustrations, and	sections; includes effective
		b. provides irrelevant or	facts, definitions, concrete	multimedia when useful to	formatting (e.g., headings),
		unreliable facts,	details, quotations, or other	aid comprehension.	illustrations, and multimedia
		definitions, details,	information and examples.		that enhance comprehension.
		quotations, or other		b. develops the topic with	
		information and examples.	c. links ideas within categories	facts, definitions, concrete	b. fully develops the topic
			of information using simple	details, quotations, or	with relevant facts,
		c. ideas are not clearly or	transitional words or phrases.	other information and	definitions, concrete details,
		effectively linked.		examples related to the	quotations, or other
			d. uses domain-specific	topic.	information and examples
		d. uses simple vocabulary	vocabulary in an attempt to		related to the topic.
		when explaining the topic.	explain the topic.	c. links ideas within	
				categories of information	c. smoothly links ideas within
		e. provides an incomplete	e. provides a concluding	using words and phrases	categories of information
		concluding statement.	statement.	(e.g., another, for example,	using purposeful transitional
				also, because).	words and phrases.
				d. uses precise language	d. uses precise language and
				and domain-specific	domain-specific vocabulary
				vocabulary to inform about	efficiently and effectively to
				or explain the topic.	inform or explain about the
					topic.
				e. provides a concluding	e. provides a relevant and
				statement or section	effective concluding
				related to the information	statement related to the
				or explanation presented.	information or explanation
					presented.

Detailed	4.W.4-6	produces writing with guidance and support in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; with guidance and support, develops writing by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with guidance and support, develops and strengthens writing by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	4.W.7-8	conducts short research projects about a topic; recalls some information from experiences and sources; provides notes regarding information.	conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides brief notes about information.	conducts short research projects that build knowledge through investigation of different aspects of a topic; recalls relevant information from experiences or gathers relevant information from print and digital sources; takes notes and categorizes information.	conducts research projects that use several high-quality sources to build knowledge by fully investigating a topic; uses relevant information from experiences and gathered from print and digital sources; fully summarizes or paraphrases information in notes and efficiently categorizes information.

			Listening		
Detailed	4.SL.2	identifies key details from a text read aloud or information presented in a single media format, including visually, quantitatively, and orally.	describes key details from a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	clearly, coherently, and efficiently paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	4.SL.3	identifies the points a speaker makes.	identifies the points a speaker makes and key details about the topic.	identifies the reasons and evidence a speaker provides to support particular points.	evaluates the reasons and evidence a speaker provides to support particular points.

			Language		
Detailed	4.L.1	demonstrates a basic	demonstrates an	demonstrates command of	demonstrates strong
		understanding of the	understanding of the	the conventions of	command of the conventions
		conventions of standard	conventions of standard	Standard English grammar	of standard English grammar
		English grammar and	English grammar and usage	and usage when writing or	and usage when writing or
		usage when writing or	when writing or speaking:	speaking:	speaking:
		speaking:			
			a. occasionally uses	a. uses relative pronouns	a. uses relative pronouns
		a. inconsistently uses	straightforward relative	(who, whose, whom,	(who, whose, whom, which,
		relative pronouns (who,	pronouns (who, whose,	which, that) and relative	that) and relative adverbs
		whose, whom, which,	whom, which, that) and	adverbs (where, when,	(where, when, why).
		that) and relative adverbs	relative adverbs (where,	why).	
		(where, when, why).	when, why).		b. forms and uses the
				b. forms and uses the	progressive verb tenses (e.g.,
		b. inconsistently forms and	b. occasionally forms and uses	progressive verb tenses	I was walking; I am walking; I
		uses the progressive verb	the progressive verb tenses	(e.g., I was walking; I am	will be walking).
		tenses (e.g., I was walking;	(e.g., I was walking; I am	walking; I will be walking).	
		I am walking; I will be	walking; I will be walking).		c. uses modal auxiliaries (e.g.,
		walking).		c. uses modal auxiliaries	can, may, must) to convey
			c. occasionally uses modal	(e.g., can, may, must) to	various conditions.
		c. inconsistently uses	auxiliaries (e.g., can, may,	convey various conditions.	
		modal auxiliaries (e.g., can,	must) to convey various		d. orders adjectives within
		may, must) to convey	conditions.	d. orders adjectives within	sentences according to
		various conditions.		sentences according to	conventional patterns (e.g., a
			d. generally orders adjectives	conventional patterns	small red bag rather than a
		d. inconsistently orders	within sentences according to	(e.g., a small red bag rather	red small bag).
		adjectives within	conventional patterns (e.g., a	than a red small bag).	
		sentences according to	small red bag rather than a		e. forms and uses
		conventional patterns	red small bag).	e. forms and uses	prepositional phrases.
		(e.g., a small red bag		prepositional phrases.	
		rather than a red small	e. generally forms and uses		f. produces complete
		bag).	simple prepositional phrases.	f. produces complete	sentences, recognizing and
				sentences, recognizing and	correcting inappropriate
		e. inconsistently forms and	f. generally produces	correcting inappropriate	fragments and run-ons.
		uses simple prepositional	complete sentences,	fragments and run-ons.	
		phrases.	recognizing and correcting		g. correctly uses frequently
			inappropriate fragments and		confused words (e.g., to, too,
			run-ons.		two; there, their).

	f. inconsistently produces complete sentences, recognizing inappropriate fragments and run-ons.  g. inconsistently uses frequently confused words correctly (e.g., to, too, two; there, their).  h. inconsistently writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	g. generally uses frequently confused words correctly (e.g., to, too, two; there, their).  h. generally writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	g. correctly uses frequently confused words (e.g., to, too, two; there, their).  h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.
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Detailed	4.L.2	demonstrates a basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. inconsistently uses correct capitalization.  b. inconsistently uses commas and quotation marks to mark direct speech and quotations from a text.  c. inconsistently uses a comma before a coordinating conjunction in a compound sentence.  d. inconsistently spells grade-appropriate words correctly, consulting references as needed.	demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. generally uses correct capitalization.  b. occasionally uses commas and quotation marks to mark direct speech and quotations from a text.  c. occasionally uses a comma before a coordinating conjunction in a compound sentence.  d. generally spells grade-appropriate words correctly, consulting references as needed.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. uses correct capitalization.  b. uses commas and quotation marks to mark direct speech and quotations from a text.  c. uses a comma before a coordinating conjunction in a compound sentence.  d. spells grade-appropriate words correctly, consulting references as needed.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. uses correct capitalization.  b. uses commas and quotation marks to mark direct speech and quotations from a text.  c. uses a comma before a coordinating conjunction in a compound sentence.  d. spells above-grade-appropriate words correctly, consulting references as needed.
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Detailed	4.L.3	uses a basic knowledge of	uses a basic knowledge of	uses knowledge of	uses deep knowledge of
		language and its	language and its conventions	language and its	language and its conventions
		conventions when writing,	when writing, speaking,	conventions when writing,	when writing, speaking,
		speaking, reading, or	reading, or listening:	speaking, reading, or	reading, or listening; chooses
		listening:		listening:	words and phrases to convey
			a. occasionally chooses words		ideas precisely:
		a. inconsistently chooses	and phrases to convey ideas	a. chooses words and	
		words and phrases to	precisely.	phrases to convey ideas	a. chooses words and phrases
		convey ideas.		precisely.	to convey ideas precisely.
			b. occasionally chooses		
		b. inconsistently chooses	punctuation for effect.	b. chooses punctuation for	b. chooses punctuation for
		punctuation for effect.		effect.	effect.
			c. occasionally recognizes the		
		c. inconsistently	differences between contexts	c. differentiates between	c. differentiates between
		recognizes the differences	that call for formal English	contexts that call for	contexts that call for formal
		between contexts that call	(e.g., presenting ideas) and	formal English (e.g.,	English (e.g., presenting
		for formal English (e.g.,	situations where informal	presenting ideas) and	ideas) and situations where
		presenting ideas) and	discourse is appropriate (e.g.,	situations where informal	informal discourse is
		situations where informal	small-group discussion).	discourse is appropriate	appropriate (e.g., small-group
		discourse is appropriate		(e.g., small-group	discussion).
		(e.g., small-group		discussion).	
		discussion).			

Detailed	4.L.4	clarifies the meaning of	determines or clarifies the	determines or clarifies the	determines or clarifies and
Detailed	4.1.4	unknown words and	meaning of unknown and	meaning of unknown and	applies the meaning of
		phrases, choosing from at	multiple-meaning words and	multiple-meaning words	unknown and multiple-
		least one strategy:	phrases, choosing from one	and phrases, choosing	meaning words and phrases,
		least one strategy.	-	flexibly from a range of	I
			or more strategies:		choosing strategically from a
		a. uses common, below-		strategies:	range of strategies:
		grade level Greek and	a. uses common, grade-		
		Latin affixes and roots as	appropriate Greek and Latin	a.uses common, grade-	a. uses common, grade-
		clues to the meaning of a	affixes and roots as clues to	appropriate Greek and	appropriate Greek and Latin
		word (e.g., telegraph,	the meaning of a word (e.g.,	Latin affixes and roots as	affixes and roots as clues to
		photograph, autograph).	telegraph, photograph,	clues to the meaning of a	the meaning of a word (e.g.,
			autograph).	word (e.g., telegraph,	telegraph, photograph,
		b. uses explicit context		photograph, autograph).	autograph).
		(e.g., definitions,	b. uses immediate context		
		examples, or restatements	(e.g., definitions, examples, or	b. uses context (e.g.,	b. uses context (e.g.,
		in text) as a clue to the	restatements in text) as a clue	definitions, examples, or	definitions, examples, or
		meaning of a	to the meaning of a word or	restatements in text) as a	restatements in text) as a
		straightforward word or	phrase.	clue to the meaning of a	clue to the meaning of a word
		phrase.	•	word or phrase.	or phrase.
			c. consults reference	·	·
		c. consults reference	materials (e.g., dictionaries,	c. consults reference	c. consults reference
		materials (e.g.,	glossaries, thesauri), both	materials (e.g.,	materials (e.g., dictionaries,
		dictionaries, glossaries,	print and digital, to find the	dictionaries, glossaries,	glossaries, thesauri), both
		thesauri), both print and	pronunciation and determine	thesauri), both print and	print and digital, to find the
		digital, to find the	or clarify the precise meaning	digital, to find the	pronunciation and determine
		pronunciation and	of key words and phrases.	pronunciation and	or clarify the precise meaning
		determine or clarify the	or key words and piliases.	determine or clarify the	of key words and phrases.
				-	or key words and phrases.
		precise meaning of key		precise meaning of key	
		words and phrases.		words and phrases.	

Detailed	4.L.5	recognizes simple figurative language, simple	demonstrates understanding of simple figurative language,	demonstrates understanding of figurative	demonstrates understanding of complex figurative
		word relationships, and	simple word relationships,	language, word	language, complex word
		nuances in word	and nuances in word	relationships, and nuances	relationships, and subtle
		meanings:	meanings:	in word meanings:	nuances in word meanings:
		a. inconsistently recognizes simple similes and metaphors (e.g., as pretty as a picture) in	a. generally explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
		context.			
		b. inconsistently recognizes simple idioms, adages, and proverbs.	b. generally recognizes and explains the meaning of simple idioms, adages, and proverbs.	b. recognizes and explains the meaning of common idioms, adages, and proverbs.	b. recognizes and explains the meaning of common idioms, adages, and proverbs.
		and goo, and provide	p. c. c. c.		c. demonstrates
		c. inconsistently demonstrates understanding of words by relating them to their synonyms and antonyms.	c. generally demonstrates understanding of words by relating them to their synonyms and antonyms.	c. demonstrates understanding of words by relating them to their synonyms and antonyms.	understanding of words by relating them to their synonyms and antonyms.