4.1.1- Word Recognition, Fluency, & Vocabulary Development

*Essential Learning: Fluency*

**Level 4:** I can go beyond what is expected. My expression and volume matches my interpretation of the passage.

**Level 3:** I can read throughout the text smoothly with good expression, enthusiasm, good phrasing, and at a conversational pace.

**Level 2:** I can begin to use voice to make the text sound like natural language.
- My focus remains largely on pronouncing individual words instead of reading smoothly.
- My reading is choppy.
- My words don’t always sound right (improper stress and intonation).
- My reading may have pauses and hesitations in the wrong places.
- My reading pace is too slow and/or too fast.

**Level 1:** I can do it if I have some help.
- My reading is so quiet it is hard to hear by others.
- My reading has very little expression.
- I read word-by-word making frequent mistakes.
- I read very slowly.

4.1.7 – Word Recognition, Fluency, & Vocabulary Development

*Essential Learning: Context Clues*

**Level 4:** I can go above and beyond what is expected.

**Level 3:** I can determine and explain the meaning of unknown words using the context clues in the text.

**Level 2:** I can recognize the meaning of an unknown word (from a list of choices) using the context clues in the text.

**Level 1:** I can do this with help.
4.2.3 – Comprehension & Analysis of Informational Text

*Essential Learning: Drawing Conclusions*

Level 4: I can go above and beyond what is expected.

Level 3: Using a given informational text, I can input information into a teacher provided graphic organizer correctly and write an accurate summary.

Level 2: I can accurately answer questions by recognizing and recalling information from a text I have read.

Level 1: I can do this with help.

4.2.9 – Comprehension & Analysis of Informational Text

*Essential Learning: Main Idea & Supporting Details*

Level 4: I can go above and beyond what is expected.

Level 3: I can identify and accurately state the main idea and a minimum of two supporting details in a given passage.

Level 2: I can recognize and select the main idea and a supporting detail from a list of choices for a given passage.

Level 1: I can do this with help.

4.3.2a – Comprehension & Analysis of Literary Text

*Essential Learning: Main Idea/Plot*

Level 4: I can go above and beyond what was expected including adding an alternate reasonable ending by changing a cause and effect situation.

Level 3: I can describe and explain the main events in sequential order and at least one detail about a cause and effect relationship from the literary text I have read.

Level 2: I can accurately choose the correct answer about the main idea/plot and problems/solutions from the literary text I have read.

Level 1: I can do this with help.
4.3.2b – Comprehension & Analysis of Literary Text
Essential Learning: Theme and Supporting Details

Level 4: I can go above and beyond what was expected including being able to explain how the author’s message/theme is similar to another story or to my own life.

Level 3: I can accurately input information from a literary text into a graphic organizer that will help me identify and explain the author’s message/theme using at least one supporting detail from the literary text I have read.

Level 2: I can accurately choose the correct answer about the author’s message/theme from the literary text I have read.

Level 1: I can do this with help.

4.3.3 – Comprehension & Analysis of Literary Text
Essential Learning: Character’s Actions

Level 4: I can go above and beyond what is expected.

Level 3: I can determine the cause of a character’s actions using knowledge of the situation, setting, character’s traits, motivations, and feelings from the literary text I have read.

Level 2: I can accurately choose the correct answer about a character’s action(s) when given a question about literary text I have read.

Level 1: I can do this with help.
4.4.3 – Writing Processes & Features  
**Essential Learning: Informational Pieces w/Three Paragraphs**

Level 4: I can go above and beyond what is expected by writing an informational piece achieving almost all of the Level 4 requirements on the given grading rubric.

Level 3: I can write an informational piece achieving almost all of the Level 3 requirements on the given grading rubric.

Level 2: I can write an informational piece achieving most of the Level 2 requirements on the given grading rubric.

Level 1: I can do this with help.

4.4.10 – Writing Processes & Features  
**Essential Learning: Review, Evaluate, & Revise Writing**

Level 4: I can go above and beyond what is expected by independently and accurately evaluating and revising another student’s piece of writing and offer revision suggestions in a positive way.

Level 3: I can use a teacher-generated rubric to independently evaluate and revise my writing.

Level 2: I can evaluate and revise my writing with a teacher using a rubric. I can also match definitions with terms for the writing process.

Level 1: I can do this with help.

4.5.6a – Writing Applications  
(Different Types & Their Characteristics)  
**Essential Learning: Inform, Persuade, and Describe**

Level 4: I can go above and beyond what is expected by creating my own prompt using a R.A.F.T. and T.A.P.P. format.

Level 3: I can write a three to five paragraph piece using the appropriate style of writing for my purpose and audience.

Level 2: I can identify the audience and purpose using a R.A.F.T. and T.A.P.P. format.

Level 1: I can do this with help.
4.5.6b – Writing Processes & Features

**Essential Learning: Different Purposes to Specific Audience**

**Level 4:** I can go above and beyond what is expected by rewriting a common fairy tale from the viewpoint of a minor character or rewriting it for a grade-level appropriate audience.

**Level 3:** I can write a three to five paragraph piece using the appropriate style of writing for my purpose and audience.

**Level 2:** I can identify the audience and purpose using a R.A.F.T. and T.A.P.P. format.

**Level 1:** I can do this with help.

4.6.3 – Writing: English Language Conventions

**Essential Learning: Simple/Compound Sentences w/Parts of Speech**

**Level 4:** I can go above and beyond what is expected by explaining how conjunctions and prepositions change the meaning of the passage.

**Level 3:** I can create compound sentences from two simple sentences and paragraphs including verbs, adjectives, adverbs, prepositions, and conjunctions (and, or, or but).

**Level 2:** I can write simple sentences and identify compound sentences, verbs, adverbs, adjectives, conjunctions, and prepositional phrases.

**Level 1:** I can do this with help.
4.7.2 – Listening & Speaking Skills, Strategies, & Applications

Essential Learning: Listening & Speaking

Level 4: As the speaker I can go above and beyond by:
• inviting the audience to participate
As an audience member I can go above & beyond by:
• using the information from the guest speaker for my own personal project

Level 3: As the speaker I can (without reminders from the teacher):
• maintain eye-contact
• use appropriate voice inflection
• use appropriate voice level for the room
As an audience member I can (without reminders from the teacher):
• be an active listener
  ✓ mouths closed
  ✓ eyes on speaker
  ✓ hands silent and still
  ✓ thinking about what's being said
• ask appropriate questions when the speaker is finished

Level 2: As the speaker I can (with reminders from the teacher):
• maintain eye-contact
• use appropriate voice inflection
• use appropriate voice level for the room
As an audience member I can (with reminders from the teacher):
• be an active listener
  ✓ mouths closed
  ✓ eyes on speaker
  ✓ hands silent and still
  ✓ thinking about what's being said

Level 1: I can do this with help.