

Achievement Indicators for Reading  
Grade 4

Reading Achievement Indicators Grade 4				
Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
1.4.3 Decode words in text using phonics and structural analysis through <ul style="list-style-type: none"> <li>• base words</li> <li>• suffixes</li> <li>• prefixes</li> <li>• compound words</li> </ul> Decode words in text using phonics and structural analysis through <ul style="list-style-type: none"> <li>• short/long vowels</li> <li>• digraphs</li> <li>• diphthongs</li> <li>• blends</li> <li>• word families</li> <li>• spelling patterns</li> <li>• syllables</li> </ul>	inability to decode words using base words, suffixes, prefixes, and/or compound words.  limited ability to decode words using short vowels, long vowels, digraphs, and diphthongs.  limited ability to decode words using word families.  limited ability to decode words using blends, spelling patterns, and/or syllables.	limited ability to decode words in text using base words, suffixes, prefixes, and/or compound words.  ability to decode words in text using short vowels, long vowels, digraphs, and diphthongs.  limited ability to decode words in text using blends, word families, and/or spelling patterns.  limited ability to decode words in text using syllables.	ability to decode words in text using phonics and structural analysis.  ability to decode words in text using phonics and structural analysis.	ability to decode above grade level words in text using phonics and structural analysis.  ability to decode above grade level words in text using phonics and structural analysis.
1.4.4 Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> <li>• syntax</li> <li>• parts of speech</li> <li>• homographs</li> </ul>	inability to comprehend vocabulary using syntax, parts of speech, and/or homographs.	limited ability to comprehend and build vocabulary using syntax, parts of speech, and/or homographs.	ability to comprehend, build, and extend vocabulary using syntax, parts of speech, and/or homographs.	ability to comprehend, build, and extend above grade level vocabulary using syntax, parts of speech, and/or homographs.

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Content Standard <b>1.0</b> (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> <li>• homophones</li> <li>• synonyms</li> <li>• antonyms</li> <li>• context clues</li> <li>• structural analysis</li> </ul>	inability to comprehend vocabulary using homophones, and/or structural analysis.  limited ability to comprehend vocabulary using synonyms, antonyms, and context clues.	ability to comprehend vocabulary using synonyms, antonyms, and context clues.  limited ability to comprehend and build vocabulary using homophones, and/or structural analysis.	ability to comprehend, build, and extend vocabulary using homophones, synonyms, antonyms, context clues, and/or structural analysis.	ability to comprehend, build, and extend above grade level vocabulary using homophones, synonyms, antonyms, context clues, and/or structural analysis.
Apply alphabetic order to locate words in resources.	limited ability to alphabetize a given list of words using first letters.  inability to locate words in dictionaries, glossaries, and thesauruses using the first and second letters of each word.	limited ability to locate words in dictionaries, glossaries, and thesauruses using the first and second letters of each word.	ability to locate words in various resources.	ability to locate words in various resources.
Use resources to find and/or confirm meaning of unknown words encountered in text.	inability to use resources to find meaning of unknown words encountered in text.	limited ability to use resources to find meaning of unknown words encountered in text.  limited ability to use resources to confirm meaning of unknown words encountered in text.	ability to use resources to find meaning of unknown words encountered in text.  ability to use resources to confirm meaning of unknown words encountered in text.	ability to use resources to find meaning of unknown words encountered in above grade level text.  ability to use resources to confirm meaning of unknown words encountered in above grade level text.
<b>With assistance</b> , use resources to confirm word origins.	inability to use resources to confirm word origins.	limited ability to determine which resources to use to confirm word origins when given a format.	limited ability to determine which resources to use to confirm word origins.	ability to determine which resources to use to confirm word origins.

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Content Standard <b>1.0</b> (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Identify connotative and denotative meaning in text.	inability to identify connotative and denotative meaning.	limited ability to identify denotative meaning in text.  limited ability to identify connotative meaning in text.	ability to identify denotative meaning in text.  ability to identify connotative meaning in text.	ability to identify denotative meaning in above grade level text.  ability to identify connotative meaning in above grade level text.
Build vocabulary using <ul style="list-style-type: none"> <li>• pictures</li> <li>• symbols</li> </ul>	limited ability to gain meaning from pictures.  inability to gain meaning from symbols.	ability to gain meaning from pictures.  limited ability to gain meaning from symbols.	ability to gain meaning from pictures and symbols.	ability to gain and generalize meaning using pictures and symbols.
1.4.5 Apply knowledge of high frequency words in text to build fluency and comprehension.	inability to access high frequency words in text (e.g., people, these).	limited ability to access high frequency words in text to comprehend.	ability to access high frequency words in text to build fluency and comprehension.	ability to access above grade level high frequency words in text to build fluency and comprehension (e.g., different, through).
Identify content specific vocabulary in text.	inability to identify content-specific vocabulary in text.	limited ability to identify content-specific vocabulary in text.	ability to identify content-specific vocabulary in text.	ability to identify content-specific vocabulary in above grade level text.
Read fluently aloud and/or silently with a focus on <ul style="list-style-type: none"> <li>• prosody</li> <li>• accuracy</li> <li>• automaticity</li> <li>• reading rate</li> </ul>	inability to read aloud with fluency.	limited ability to read aloud with fluency.	ability to read aloud with fluency.	ability to read aloud above grade level text with fluency.

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Content Standard <b>2.0</b> Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
2.4.1 Select before reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> <li>• preview text</li> <li>• access prior knowledge</li> <li>• build background knowledge</li> <li>• set purpose for reading</li> <li>• make predictions</li> <li>• determine reading rate</li> <li>• determine text type</li> </ul>	inability to use before reading strategies to aid comprehension.	ability to use before reading strategies to aid comprehension.  limited ability to select before reading strategies to aid comprehension.	ability to select appropriate before reading strategies to aid comprehension.	ability to select appropriate before reading strategies to aid comprehension of above grade level text.
2.4.2 Select during reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> <li>• use self-correcting strategies</li> <li>• make, confirm, and revise predictions</li> <li>• understand and use key vocabulary</li> <li>• identify main idea and supporting details</li> <li>• make inferences</li> <li>• adjust reading rate</li> <li>• apply knowledge of text type</li> </ul>	limited ability to use during reading strategies to make predictions.  inability to use during reading strategies to comprehend text.	limited ability to use during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension of above grade level text.

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Content Standard <b>2.0</b> (continued)				
Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
2.4.3 Select after reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> <li>• recall details</li> <li>• restate main ideas</li> <li>• organize information</li> <li>• record information</li> <li>• synthesize text</li> <li>• evaluate text</li> <li>• evaluate the effectiveness of reading strategies</li> </ul>	inability to select after reading strategies to aid comprehension.	limited ability to use after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension of above grade level text.

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Content Standard <b>3.0</b> Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
3.4.1 Explain <ul style="list-style-type: none"> <li>• setting</li> <li>• sequence of events</li> <li>• conflict</li> <li>• climax</li> <li>• resolution</li> <li>• turning point</li> </ul>	ability to identify setting.  limited ability to identify sequence of event.  inability to describe conflict.  inability to describe resolution.  inability to identify climax.  inability to identify turning point.  limited ability to identify important events in text.	ability to describe setting when given a format.  limited ability to describe sequence of events.  limited ability to describe conflict.  limited ability to describe resolution.  limited ability to identify climax.  limited ability to identify turning point.  ability to identify important events in text.	ability to explain setting.  ability to explain sequence of events.  ability to explain conflict.  ability to explain resolution.  ability to identify climax.  ability to identify turning point.  ability to identify important events in text.	ability to analyze setting.  ability to analyze sequence of events.  ability to analyze conflict.  ability to analyze resolution.  ability to identify climax in above grade level text.  ability to identify turning point in above grade level text.  ability to identify important events in above grade level text.
<b>With assistance</b> , describe internal and external conflict.	inability to identify external conflict.  inability to identify internal conflict.	limited ability to identify external conflict.  inability to identify internal conflict.	limited ability to describe external conflict.  limited ability to describe internal conflict.	ability to describe external conflict.  ability to describe internal conflict.
<b>With assistance</b> , identify and discuss main plot and subplots.	inability to identify main plot.  inability to identify subplots.	limited ability to identify main plot when given a format.  inability to identify subplots.	limited ability to identify main plot.  limited ability to identify subplots when given a format.	ability to identify main plot.  limited ability to identify subplots.

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Identify how one event may cause another event.	inability to identify how one event may cause another event to occur.	limited ability to identify how one event may cause another event to occur.	ability to identify how one event may cause another event to occur.	ability to describe how one event may cause another event to occur in above grade level text.
Make inferences and draw conclusions about setting and plot based on evidence.	limited ability to make inferences about setting.	ability to make inferences about setting.	ability to make inferences about setting based on evidence.	ability to make inferences about setting based on evidence in above grade level text.
	inability to draw conclusions about setting.	limited ability to draw conclusions about setting.	ability to draw conclusions about setting based on evidence.	ability to draw conclusions about setting based on evidence in above grade level text.
	inability to make inferences about plot.	ability to make inferences about plot.	ability to make inferences about plot based on evidence.	ability to make inferences about plot based on evidence in above grade level text.
	inability to draw conclusions about plot.	limited ability to draw conclusions about plot.	ability to draw conclusions about plot based on evidence.	ability to draw conclusions about plot based on evidence in above grade level text.
3.4.2 Describe physical and personality traits.	limited ability to identify what a character looks like.	limited ability to describe physical traits of characters.	ability to describe physical traits of characters.	ability to compare characters' physical and personality traits when provided a format (e.g., Venn-diagram, T-chart).
	limited ability to identify how a character acts.	limited ability to describe personality traits of characters.	ability to describe personality traits of characters.	
	inability to use the vocabulary terms physical and personality traits.	limited to use the vocabulary terms physical and personality traits.	ability to use the vocabulary terms physical and personality traits.	ability to use the vocabulary terms physical and personality traits.

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Describe the motivation for a character's actions.	limited ability to identify a character's actions.  inability to describe the motivation of a character's actions.	ability to describe a character's actions.  limited ability to identify the motivation of a character's actions.	ability to describe the motivation of a character's actions.	ability to describe the motivation of a character's actions.
<b>With assistance</b> , identify the protagonist and antagonist.	limited ability to identify the hero and villain of text.  inability to use vocabulary terms protagonist and antagonist.	ability to identify the hero and villain of text.  limited ability to use vocabulary terms protagonist and antagonist.	ability to identify the hero and villain of text.  limited ability to identify the protagonist and antagonist.  ability to use vocabulary terms protagonist and antagonist.	ability to identify the hero and villain of above grade level text.  ability to identify the protagonist and antagonist.  ability to use vocabulary terms protagonist and antagonist.
Make inferences and draw conclusions about a character(s) based on evidence.	ability to recall few details about a character from text.  limited ability to make inferences about a character.  inability to draw conclusions about a character.	ability to recall details about a character from text.  ability to make inferences about a character based on details when given a format.  limited ability to draw conclusions about a character.	ability to recall details about a character from text.  ability to make inferences about a character(s) based on evidence.  ability to draw conclusions about a character(s) based on evidence.	ability to recall details about a character from above grade level text.  ability to make inferences about a character(s) based on evidence in above grade level text.  ability to draw conclusions about a character(s) based on evidence in above grade level text.
3.4.3 Explain the main idea supported by evidence.	limited ability to identify main idea.	ability to identify main idea.  limited ability to explain main idea.	ability to explain main idea supported by evidence.	ability to explain main idea supported by evidence in above grade level text.
Identify theme.	inability to identify theme.	limited ability to identify theme.	ability to identify theme.	ability to identify theme in above grade level text.

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Identify a lesson learned based on events and/or character's actions.	<p>limited ability to identify a character's actions.</p> <p>inability to identify a lesson based on events and/or a character's actions.</p>	<p>ability to identify a character's actions.</p> <p>limited ability to identify a lesson based on events and/or a character's actions.</p>	<p>ability to identify a lesson learned based on events and/or a character's actions.</p>	<p>ability to explain a lesson learned based on events and/or a character's actions in above grade level text.</p>
3.4.4 Identify first-person point of view.	inability to identify first person point of view.	limited ability to identify first person point of view.	ability to identify first person point of view.	ability to identify first person point of view.
Identify third-person limited point of view.	inability to identify third person limited point of view.	limited ability to identify third person limited point of view.	ability to identify third person limited point of view.	ability to identify third person limited point of view.
<b>With assistance</b> , identify third-person omniscient point of view.	inability to identify third-person omniscient point of view.	limited ability to identify third-person omniscient point of view.	limited ability to identify third-person omniscient point of view.	limited ability to identify third-person omniscient point of view.
3.4.5 Explain how the author uses <ul style="list-style-type: none"> <li>• imagery</li> <li>• similes</li> <li>• personification</li> <li>• metaphors</li> </ul>	<p>limited ability to identify imagery.</p> <p>limited ability to identify similes.</p> <p>limited ability to identify personification.</p> <p>limited ability to identify metaphors.</p>	<p>ability to identify imagery.</p> <p>ability to identify similes.</p> <p>ability to identify personification.</p> <p>ability to identify metaphors.</p>	<p>ability to explain how the author uses imagery.</p> <p>ability to explain how the author uses identify similes.</p> <p>ability to explain how the author uses personification.</p> <p>ability to explain how the author uses metaphors.</p>	<p>ability to explain how the author uses imagery in above grade level text.</p> <p>ability to explain how the author uses similes in above grade level text.</p> <p>ability to explain how the author uses personification in above grade level text.</p> <p>ability to explain how the author uses metaphors in above grade level text.</p>

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Identify the effects of rhythm and rhyme on text.	limited ability to identify rhythm and rhyme.  inability to identify the effects of rhythm and rhyme.	ability to identify rhythm and rhyme.  limited ability to identify the effects of rhythm and rhyme.	ability to identify the effects of rhythm and rhyme.	ability to identify the effects of rhythm and rhyme in above grade level text.

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Explain how the author uses <ul style="list-style-type: none"> <li>• alliteration</li> <li>• sensory words</li> <li>• hyperbole</li> <li>• idioms</li> <li>• dialect</li> <li>• slang</li> <li>• formal language</li> <li>• informal language</li> </ul>	limited ability to identify alliteration.	ability to identify alliteration.	ability to explain how the author uses alliteration.	ability to explain how the author uses alliteration in above grade level text.
	limited ability to identify sensory words.	ability to identify sensory words.	ability to explain how the author uses sensory words.	ability to explain how the author uses sensory words in above grade level text.
	limited ability to identify hyperbole.	ability to identify hyperbole.	ability to explain how the author uses hyperbole.	ability to explain how the author uses hyperbole in above grade level text.
	limited ability to identify idioms.	ability to identify idioms.	ability to explain how the author uses idioms.	ability to explain how the author uses idioms in above grade level text.
	limited ability to identify dialect.	ability to identify dialect.	ability to explain how the author uses dialect.	ability to explain how the author uses dialect in above grade level text.
	limited ability to identify slang.	ability to identify slang.	ability to explain how the author uses slang.	ability to explain how the author uses slang in above grade level text.
	limited ability to identify formal language.	ability to identify formal language.	ability to explain how the author uses formal language.	ability to explain how the author uses formal language in above grade level text.
	limited ability to identify informal language.	ability to identify informal language.	ability to explain how the author uses informal language.	ability to explain how the author uses informal language.
inability to use vocabulary terms alliteration, sensory words, hyperbole, idioms, dialect, and slang.	limited ability to use vocabulary terms alliteration, sensory words, hyperbole, idioms, dialect, and slang.	ability to use vocabulary terms alliteration, sensory words, hyperbole, idioms, dialect, and slang.	ability to use vocabulary terms alliteration, sensory words, hyperbole, idioms, dialect, and slang.	ability to use vocabulary terms alliteration, sensory words, hyperbole, idioms, dialect, and slang.

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
3.4.6 Identify words and phrases that reveal tone.	<p>limited ability to determine overall tone.</p> <p>inability to identify words and phrases that reveal tone.</p>	<p>ability to determine overall tone of text.</p> <p>limited ability to identify words that reveal tone.</p> <p>inability to identify phrases that reveal tone.</p>	<p>ability to determine overall tone of text.</p> <p>ability to identify words and phrases that reveal tone.</p>	<p>ability to determine overall tone of above grade level text.</p> <p>ability to identify words and phrases that reveal tone in above grade level text.</p>
<b>With assistance</b> , explain how words and phrases create mood.	<p>limited ability to determine overall mood.</p> <p>inability to identify words and phrases that create mood.</p>	<p>ability to determine overall mood.</p> <p>limited ability to identify words that create mood.</p> <p>inability to identify phrases that create mood.</p>	<p>limited ability to explain how words and phrases create mood.</p>	<p>ability to explain how words and phrases create mood in above grade level text.</p>
<b>With assistance</b> , identify examples of irony.	<p>inability to identify irony.</p>	<p>limited ability to identify irony when given a format.</p>	<p>limited ability to identify irony.</p>	<p>ability to identify irony.</p>
3.4.7 Compare text from different <ul style="list-style-type: none"> <li>• cultures</li> <li>• time periods</li> </ul>	<p>inability to identify text from different cultures based on content.</p> <p>inability to identify text from different time periods based on content.</p>	<p>limited ability to identify text from different cultures based on content.</p> <p>limited ability to identify text from different time periods based on content.</p>	<p>ability to compare text from different cultures based on content.</p> <p>ability to compare text from different time periods based on content.</p>	<p>ability to compare text from different cultures based on content from above grade level text.</p> <p>ability to compare text from different time periods based on content from above grade level text.</p>

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<b>With assistance</b> , explain the influence of historical events.	inability to grasp the meaning of historical events.	limited ability to grasp the meaning of historical events.	ability to grasp the meaning of historical events.	ability to grasp the meaning of historical events.
<b>With assistance</b> , explain the influence of cultures.	inability to grasp the meaning of cultures based on content.	inability to explain the influence of historical events based on content.  limited ability to grasp the meaning of cultures based on content when given a format.  inability to explain the influence of cultures based on content.	limited ability to explain the influence of historical events based on content.  limited ability to grasp the meaning of cultures based on content.  limited ability to explain the influence of cultures based on content.	ability to explain the influence of historical events based on content.  ability to grasp the meaning of cultures based on content.  ability to explain the influence of cultures based on content.
<b>With assistance</b> , explain the influence of time periods.	inability to grasp the meaning of time periods based on content.	limited ability to grasp the meaning of time periods based on content.  inability to explain the influence of time periods based on content.	limited ability to grasp the meaning of time periods based on content.  limited ability to explain the influence of time periods based on content.	ability to grasp the meaning of time periods based on content  limited ability to explain the influence of time periods based on content.
3.4.8 Make and revise predictions based on evidence.	limited ability to make predictions.  inability to revise predictions.	ability to make predictions.  limited ability to revise predictions.	ability to make predictions based on evidence.  ability to revise predictions based on evidence.	ability to make predictions based on evidence in above grade level text.  ability to revise predictions based on evidence in above grade level text.
3.4.9 Make connections to self, other text, and/or the world.	limited ability to make connections from text to self.  inability to make connections from text to other text and/or the world.	ability to make connections from text to self.  limited ability to make connections from text to other text and/or the world.	ability to make connections from text to self, other text, and/or the world.	ability to make connections from text to self, other text, and/or the world.

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Content Standard <b>3.0</b> (continued) Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Use information to answer specific questions.	limited ability to identify intent of questions.  inability to use information to answer specific questions in text.	ability to identify intent of questions.  limited ability to use information to answer specific questions in text.	ability to identify intent of questions.  ability to use information to answer specific questions in text.	ability to identify intent of questions.  ability to use information to answer specific questions in above grade level text.
Summarize information.	inability to summarize information using a given format.	limited ability to summarize information.	ability to summarize information.	ability to summarize information from above grade level text.

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Content Standard <b>4.0</b> Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
4.4.1 Identify the purpose of and gain information from <ul style="list-style-type: none"> <li>• illustrations</li> <li>• graphs</li> <li>• charts</li> <li>• titles</li> <li>• text boxes</li> <li>• diagrams</li> <li>• headings</li> <li>• maps</li> </ul> Identify the purpose of and gain information from <ul style="list-style-type: none"> <li>• table of contents</li> <li>• glossaries</li> <li>• indices</li> </ul>	limited ability to gain information from illustrations, graphs, charts, and titles.  inability to gain information from text boxes, diagrams, headings, and maps.  inability to determine purpose of text features.  inability to gain information from a table of contents, glossaries, and indices.  inability to determine the purpose of a table of contents, glossaries, and indices.	limited ability to gain information from text features.    limited ability to determine purpose of text features.   limited ability to gain information from a table of contents, glossaries, and indices.  limited ability to determine the purpose of a table of contents, glossaries, and indices.	ability to gain information from text features.    ability to determine purpose of text features.   ability to gain information from a table of contents, glossaries, and indices.  ability to determine the purpose of a table of contents, glossaries, and indices.	ability to gain information from text features.    ability to determine purpose of text features.   ability to gain information from a table of contents, glossaries, and indices.  ability to determine the purpose of a table of contents, glossaries, and indices.
Identify and explain the use of <ul style="list-style-type: none"> <li>• bold-faced words</li> <li>• underlined words</li> <li>• highlighted words</li> <li>• italicized words</li> </ul>	limited ability to identify bold-faced words, underlined words, highlighted words, and italicized words.	limited ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	ability to identify and explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	ability to identify and explain the use of bold-faced words, underlined words, highlighted words, and italicized words.

Achievement Indicators for Reading  
Grade 4

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Identify and explain the use of <ul style="list-style-type: none"> <li>• abbreviations</li> <li>• acronyms</li> </ul>	ability to identify abbreviations.  limited ability to identify acronyms.  inability to explain the use of abbreviations.  inability to explain the use of acronyms.	ability to identify abbreviations.  ability to identify acronyms.  limited ability to explain the use of abbreviations.  limited ability to explain the use of acronyms.	ability to explain the use of abbreviations.  ability to explain the use of acronyms.	ability to explain the use of abbreviations in above grade level text.  ability to explain the use of acronyms in above grade level text.
4.4.2 Identify <ul style="list-style-type: none"> <li>• dialect</li> <li>• slang</li> <li>• alliteration</li> <li>• idioms</li> <li>• informal and formal language</li> </ul>	limited ability to identify dialect.  limited ability to identify slang.  limited ability to identify alliteration.  limited ability to identify idioms.  limited ability to identify formal language.  limited ability to identify informal language.  inability to use vocabulary terms dialect, slang, alliteration, idioms, and formal and informal language.	ability to identify dialect.  ability to identify slang.  ability to identify alliteration.  ability to identify idioms.  ability to identify formal language.  ability to identify informal language.  limited ability to use vocabulary terms dialect, slang, alliteration, idioms, and formal and informal language.	ability to explain how the author uses dialect.  ability to explain how the author uses slang.  ability to explain how the author uses alliteration.  ability to explain how the author uses idioms.  ability to explain how the author uses formal language.  ability to explain how the author uses informal language. ability to use vocabulary terms dialect, slang, alliteration, idioms, and formal and informal language.	ability to explain how the author uses dialect.  ability to explain how the author uses slang.  ability to explain how the author uses alliteration.  ability to explain how the author uses idioms in above grade level text.  ability to explain how the author uses formal language in above grade level text.  ability to explain how the author uses informal language. ability to use vocabulary terms dialect, slang, alliteration, idioms, and formal and informal language in above grade level text.

Achievement Indicators for Reading  
Grade 4

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Explain <ul style="list-style-type: none"> <li>• similes</li> <li>• metaphors</li> <li>• personification</li> </ul>	limited ability to identify similes.	ability to identify similes.	ability to explain how the author uses identify similes.	ability to explain how the author uses identify similes in above grade level text.
	limited ability to identify metaphors.	ability to identify metaphors.	ability to explain how the author uses metaphors.	ability to explain how the author uses metaphors in above grade level text.
	ability to identify personification.	ability to identify personification.	ability to explain how the author uses personification.	ability to explain how the author uses personification in above grade level text.
	inability to use vocabulary terms similes, metaphor and personification.	limited ability to use vocabulary terms similes, metaphor and personification.	ability to use vocabulary terms similes, metaphor and personification.	ability to use vocabulary terms similes, metaphor and personification.
<b>With assistance</b> , explain how analogies are used.	inability to determine meaning from simple analogies.	limited ability to determine meaning from simple analogies.	limited ability to explain how simple analogies are used to compare an idea.	ability to explain how simple analogies are used to compare an idea.
Identify words and phrases that reveal tone.	limited ability to determine overall tone.	limited ability to identify words that reveal tone.	ability to identify words and phrases that reveal tone.	ability to identify words and phrases that reveal tone in above grade level text.
	inability to identify words and phrases that reveal tone.	inability to identify phrases that reveal tone.		
Explain how language clarifies ideas and concepts.	inability to explain how language clarifies ideas and concepts.	limited ability to explain how language clarifies ideas and concepts.	ability to explain how language clarifies ideas and concepts.	ability to explain how language clarifies ideas and concepts in above grade level text.

Achievement Indicators for Reading  
Grade 4

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Identify persuasive and propaganda techniques.	inability to identify persuasive techniques.	limited ability to identify persuasive techniques.	ability to identify persuasive techniques.	ability to explain persuasive techniques in above grade level text.
	inability to identify propaganda techniques.	limited ability to identify propaganda techniques.	ability to identify propaganda techniques.	ability to explain propaganda techniques in above grade level text.
	inability to use vocabulary terms persuasion and propaganda.	limited ability to use vocabulary terms persuasion and propaganda.	ability to use vocabulary terms persuasion and propaganda.	ability to use vocabulary terms persuasion and propaganda.
<b>With assistance</b> , identify how language creates <ul style="list-style-type: none"> <li>• persuasion</li> <li>• propaganda</li> </ul>	inability to identify how words are used in persuasive text.	limited ability to identify how words are used in below grade level persuasive text.	limited ability to identify how words are used in persuasive text.	ability to identify how words are used in persuasive text.
	inability to identify how words are used in propaganda.	limited ability to identify how words are used in propaganda.	limited ability to identify how words are used in propaganda.	ability to identify how words are used in propaganda.
	limited ability to identify words that create persuasion.	limited ability to identify words that create persuasion.	ability to identify words that create persuasion.	ability to identify words that create persuasion in above grade level text.
	limited ability to identify words that create propaganda.	limited ability to identify words that create propaganda.	ability to identify words that create propaganda.	ability to identify words that create propaganda in above grade level text.
<b>With assistance</b> , explain how an author uses concrete examples to explain abstract ideas.	ability to identify concrete examples.	ability to identify concrete examples.	limited ability to explain how an author uses concrete examples to explain abstract ideas.	ability to explain how an author uses concrete examples to explain abstract ideas.
	inability to identify an abstract idea.	limited ability to identify an abstract idea.		
4.4.3 Distinguish theme from topic.	ability to identify topic.	limited ability to distinguish theme from topic.	ability to distinguish theme from topic.	ability to distinguish theme from topic.
	inability to distinguish theme from topic.			

Achievement Indicators for Reading  
Grade 4

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Identify theme.	inability to identify theme.	limited ability to identify theme.	ability to identify theme.	ability to identify theme in above grade level text.
	limited ability to identify main idea.	ability to identify main idea when given a format.	ability to identify main idea.	ability to identify main idea in above grade level text.
<b>With assistance</b> , describe the importance of sequential and/or chronological order.	inability to describe the importance of sequential and/or chronological order.	limited ability to describe the importance of sequential and/or chronological order using a given format.	limited ability to describe the importance of sequential and/or chronological order.	ability to describe the importance of sequential and/or chronological order.
Describe sequential and/or chronological order.	inability to identify sequential and/or chronological order.	limited ability to describe sequential and/or chronological order.	ability to describe sequential and/or chronological order.	ability to describe sequential and/or chronological order in above grade level text.
Explain a cause and its effect on events and/or relationships.	inability to identify a cause and its effect on events and/or relationships.	limited ability to identify a cause and its effect on events and/or relationships.	ability to identify a cause and its effect on events and/or relationships.	ability to identify a cause and effect on events and/or relationships in above grade level text.
<b>With assistance</b> , analyze a cause and its effect on events and/or relationships in text.	inability to explain a cause and its effect on events and/or relationships in text.	limited ability to explain a cause and its effect on events and/or relationships in text.	limited ability to analyze a cause and its effect on events and/or relationships in text.	ability to analyze a cause and its effect on events and/or relationships in text.
Explain a problem and its solution.	limited ability to identify a problem.	ability to identify a problem when given a format.	ability to identify a problem.	ability to identify a problem in above grade level text.
	inability to explain the solution to the problem.	limited ability to explain the solution to the problem.	ability to explain the solution to the problem.	ability to explain the solution to the problem in above grade level text.

Achievement Indicators for Reading  
Grade 4

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Describe a main idea based on evidence.	limited ability to identify main idea.	limited ability to explain main idea.  ability to identify main idea when given a format.	ability to explain main idea supported by evidence.	ability to explain main idea supported by evidence in above grade level text.
<b>With assistance</b> , compare events.	inability to compare events using a given format.	limited ability to compare events using a given format.	limited ability to compare events.	ability to compare events.
<b>With assistance</b> , trace the development of an author's argument, viewpoint, or perspective.	inability to identify an argument presented in text.  inability to identify an author's viewpoint.  inability to identify an author's perspective.	limited ability to identify an argument presented in text.  inability to identify an author's viewpoint.  inability to identify an author's perspective.	limited ability to trace the development of an author's argument.  limited ability to trace the development of an author's viewpoint.  limited ability to trace the development of an author's perspective.	limited ability to trace the development of an author's argument in above grade level text.  limited ability to trace the development of an author's viewpoint in above grade level text.  limited ability to trace the development of an author's perspective in above grade level text.

Achievement Indicators for Reading  
Grade 4

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
4.4.4 Compare text from different <ul style="list-style-type: none"> <li>• cultures</li> <li>• time periods</li> </ul>	inability to identify text from different cultures based on content.	limited ability to identify text from different cultures based on content.	ability to compare text from different cultures based on content.	ability to compare text from different cultures based on content in above grade level text.
	inability to identify text from different time periods based on content.	limited ability to identify text from different time periods based on content.	ability to compare text from different time periods based on content.	ability to compare text from different time periods based on content in above grade level text.
<b>With assistance</b> , explain the influence of historical events and cultures.	inability to identify historical events.	limited ability to identify historical events.	limited ability to identify historical events.	ability to identify historical events.
	inability to explain the influence of historical events based on content.	inability to explain the influence of historical events based on content.	limited ability to explain the influence of historical events based on content.	limited ability to explain the influence of historical events based on content.
	inability to identify the importance of cultures based on content.	limited ability to identify the importance of cultures based on content.	limited ability to identify the importance of cultures based on content.	ability to identify the importance of cultures based on content.
	inability to explain the influence of cultures based on content.	inability to explain the influence of cultures based on content.	limited ability to explain the influence of cultures based on content.	limited ability to explain the influence of cultures based on content.
4.4.5 Make connections to self, other text, and/or the world.	limited ability to make connections to from text to self.	ability to make connections from text to self.	ability to make connections from text to self, other text, and/or the world.	ability to make connections from text to self, other text, and/or the world.
	inability to make connections from text to other text, and/or the world.	limited ability to make connections from text to other text, and/or the world.		
Use information to answer specific questions.	limited ability to identify intent of questions.	ability to identify intent of questions.	ability to identify intent of questions.	ability to identify intent of questions.
	inability to use information to answer specific questions in text.	limited ability to use information to answer specific questions in text.	ability to use information to answer specific questions in text.	ability to use information to answer specific questions in above grade level text.

Achievement Indicators for Reading  
Grade 4

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<b>With assistance</b> , develop hypotheses based on information.	inability to develop hypotheses.	limited ability to develop hypotheses.	limited ability to develop hypotheses based on logical information.	ability to develop a basic hypotheses based on logical information.
Summarize information.	inability to summarize information given a format.	limited ability to summarize information given a format.	ability to summarize information.	ability to summarize information from above grade level text.
4.4.6 Make and revise predictions based on evidence.	limited ability to make predictions.	ability to make predictions.	ability to make predictions based on evidence.	ability to make predictions based on evidence in above grade level text.
	inability to revise predictions.	limited ability to revise predictions.	ability to revise predictions based on evidence.	ability to revise predictions based on evidence in above grade level text.
Make inferences and draw conclusions based on evidence.	limited ability to recall details from text.	ability to recall details from text.	ability to recall details from text.	ability to recall details from above grade level text.
	inability to make inferences.	limited ability to make inferences.	ability to make inferences based on evidence.	ability to make inferences based on evidence in above grade level text.
	inability to draw conclusions.	limited ability to draw conclusions.	ability to draw conclusions based on evidence.	ability to draw conclusions based on evidence in above grade level text.
<b>With assistance</b> , analyze the accuracy of facts.	inability to identify important facts.	limited ability to identify important facts.	ability to identify important facts.	ability to identify important facts in above grade level text.
Distinguish between fact and opinion.	limited ability to identify facts.	ability to identify facts.	limited ability to identify the accuracy of facts.	limited ability to analyze the accuracy of facts in above grade level text.
	inability to identify opinions.	limited ability to identify opinions.		
	inability to distinguish between fact and opinion.	limited ability to distinguish between fact and opinion.	ability to distinguish between fact and opinion.	ability to distinguish between fact and opinion in above grade level text.

Achievement Indicators for Reading  
Grade 4

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
4.4.7 Read and follow directions to complete tasks or procedures.	inability to accurately read directions to complete tasks or procedures.  inability to gain meaning from directions to complete tasks or procedures.	limited ability to accurately read directions to complete tasks or procedures.  limited ability to gain meaning from directions to complete tasks or procedures.	ability to accurately read directions to complete tasks or procedures.  ability to gain meaning from directions to complete tasks or procedures.	ability to accurately read directions to complete complex tasks or procedures.  ability to gain meaning from directions to complete complex tasks or procedures.

Achievement Indicators for Writing  
Grade 4

Writing Achievement Indicators Grade 4				
Content Standard <b>5.0</b> Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
5.4.1 Use prewriting strategies to plan written work.	inability to provide ideas.	minimal recording of ideas.	recording of usable ideas.	consistent use of brainstorming, clustering and other prewriting strategies to generate ideas.
Choose and narrow a topic to organize ideas.	incomplete brainstorming or prewriting activities.  minimal ideas that follow story models.	minimal use of brainstorming or prewriting activities.  minimal generation of ideas from listening to and following story models.	use of brainstorming or prewriting activities (clustering, mapping, listing).  generation of ideas from listening and following story models.	versatility and adeptness in using one or more prewriting strategies.  generation of numerous ideas from listening and following story models.
Explore a topic to plan written work.	minimal use of organizational strategies.	minimal use of organizational strategies.  limited, simple, and often ineffective organizational activities.	use of organizational strategies such as outlining, webbing, and mapping to explore a topic.	use of multiple organizational strategies.  successful organization of ideas that easily transition from one idea to another.
Explore a topic to plan written work.	inconsistent use of prewriting strategies to explore and narrow a topic.	completion of lists, maps webs, and/or outlines to explore a topic.		modification of strategies to suit the writing objective.

Achievement Indicators for Writing  
Grade 4

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>5.4.2 Draft multiple paragraphs on a single topic that address</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> <li>• supporting details</li> <li>• introduction</li> <li>• conclusion</li> </ul> <p><b>With assistance</b>, draft multiple paragraph papers on a single topic that address</p> <ul style="list-style-type: none"> <li>• transitions</li> </ul>	<p>attempts are made to draft paragraphs.</p> <p>lack of main idea.</p> <p>lists of random ideas and detail.</p> <p>incomplete introduction and conclusion.</p> <p>inability to address the audience and/or purpose.</p> <p>inability to draft multiple paragraph papers.</p> <p>ineffective transitions.</p>	<p>drafts that are incomplete paragraphs.</p> <p>drafts do not necessarily adhere to main idea.</p> <p>limited or unsupported ideas and details.</p> <p>repetition of topic sentence in paper.</p> <p>minimal ability to involve audience and identify purpose.</p> <p>minimal and very simple multiple paragraph papers.</p> <p>vague or inappropriate transitions.</p>	<p>focused complete paragraphs.</p> <p>development of main idea.</p> <p>ideas supported with details.</p> <p>possible restatement of main idea.</p> <p>addressing the topic through definition, question, or simple statement.</p> <p>awareness of audience and purpose.</p> <p>minimal multiple paragraph papers.</p> <p>transitions that create connections between ideas.</p>	<p>logical, cohesive, and complete paragraphs.</p> <p>paragraphs and compositions that are faithful to the main idea.</p> <p>effective reasoning through choice of ideas and details.</p> <p>an inviting introduction.</p> <p>a complete, logical conclusion.</p> <p>limited, multiple paragraph papers.</p> <p>minimal use of smooth transitions yet connections between ideas are apparent.</p>

Achievement Indicators for Writing  
Grade 4

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
5.4.3 Revise drafts for <ul style="list-style-type: none"> <li>• organization</li> <li>• focused ideas</li> <li>• voice</li> <li>• audience</li> <li>• purpose</li> <li>• relevant details</li> <li>• word choice</li> <li>• sentence fluency</li> </ul>	inability to revise drafts.  minimal revision even in a one-on-one situation with teacher.	minimal revision of drafts with assistance.  minimal use of revision strategies.  revision confused with proofreading.  inability to revise for organization.  limited and basic word choice that does not address voice, audience, or purpose.  minimal revision for relevant details.  difficulty in writing complete sentences.  difficulty in rearranging words and/or correcting sentence structures.  difficulty in combining sentences.	adequate revision of drafts.  use of revision strategies to improve writing.  revision for simple organization.  editing word choice to express attitude toward topic.  revision to address voice, audience and purpose.  revision that may require adding, deleting, clarifying, and rearranging words and details, and varying sentence structure.  revision for basic sentence structure.  revision for sentence fluency.	independent revision of drafts.  use of revision strategies.  revision with a sense of purpose.  revision for organization.  revision for specific and appropriate word choice to bring topic to life.  revision to engage audience and show purpose.  revision by adding, deleting, clarifying, and rearranging words, details, and sentences.  revision for simple sentence structure and fluency.

Achievement Indicators for Writing  
Grade 4

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>5.4.4 Edit paragraphs and compositions to ensure correct spelling of</p> <ul style="list-style-type: none"> <li>• high frequency words</li> <li>• content words</li> <li>• patterned words</li> </ul> <p>Edit capitalization for</p> <ul style="list-style-type: none"> <li>• beginning of sentences</li> <li>• months</li> <li>• days of the week</li> <li>• proper nouns</li> <li>• initials</li> <li>• titles</li> <li>• abbreviations</li> </ul> <p>Edit punctuation for</p> <ul style="list-style-type: none"> <li>• end punctuation</li> <li>• commas</li> <li>• apostrophes</li> <li>• quotation marks</li> </ul>	<p>frequent misspellings of high frequency, content, and patterned words.</p> <p>some attempts to spell phonetically.</p> <p>inability to edit for roots and affixes.</p> <p>inability to edit for standard English.</p> <p>minimal editing for simple capitalization, end punctuation, and commas.</p> <p>many errors in spelling, capitalization, punctuation, and grammar.</p> <p>ability to match abbreviations with words.</p>	<p>occasional misspelling of high frequency, content, and patterned words.</p> <p>phonetic spelling.</p> <p>minimal editing for roots and affixes.</p> <p>minimal editing for standard English.</p> <p>minimal editing for internal punctuation errors.</p> <p>inconsistent correct use of external punctuation.</p> <p>minimal editing for abbreviations.</p>	<p>correct spelling of high frequency, content, and patterned words.</p> <p>phonetic spelling.</p> <p>editing for roots and affixes.</p> <p>editing for standard English.</p> <p>editing to correct errors in spelling, capitalization, and grammar.</p> <p>editing for correct end punctuation.</p> <p>possible identification of some internal punctuation errors.</p>	<p>correct spelling of high frequency, content, and patterned words.</p> <p>infrequent misspellings.</p> <p>correct spelling of above grade level words.</p> <p>consistent attention to roots and affixes.</p> <p>editing for standard English.</p> <p>editing to correct errors in spelling, capitalization, and grammar.</p> <p>editing of internal punctuation.</p> <p>editing with the purpose of improved readability.</p>

Achievement Indicators for Writing  
Grade 4

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<b>With assistance</b> , edit punctuation for <ul style="list-style-type: none"> <li>• abbreviations</li> <li>• colons</li> </ul>	inability to edit for apostrophes and colons.	minimal editing for apostrophes and colons.	minimal editing for correct use of abbreviations, apostrophes, and colons. correctly.	editing for correct use of abbreviations, apostrophes, and colons.

Achievement Indicators for Writing  
Grade 4

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
5.4.5 Edit for correct use of <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• pronouns</li> <li>• adjectives</li> <li>• subject/verb agreement</li> <li>• verb tenses</li> <li>• adverbs</li> </ul>	inability to edit for the correct use of <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• pronouns</li> <li>• adjectives</li> <li>• subject/verb agreement</li> <li>• verb tenses</li> <li>• adverbs</li> </ul>	minimal editing for the correct use of <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• pronouns</li> <li>• adjectives</li> <li>• subject/verb agreement</li> <li>• verb tenses</li> <li>• adverbs</li> </ul>	editing for the correct use of <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• pronouns</li> <li>• adjectives</li> <li>• subject/verb agreement</li> <li>• verb tenses</li> <li>• adverbs</li> </ul>	independent editing for the correct use of <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• pronouns</li> <li>• adjectives</li> <li>• subject/verb agreement</li> <li>• verb tenses</li> <li>• adverbs</li> </ul>
<b>With assistance</b> , edit for correct use of <ul style="list-style-type: none"> <li>• clauses</li> <li>• phrases</li> <li>• pronoun/antecedent agreement</li> </ul>	inability to edit for the correct use of <ul style="list-style-type: none"> <li>• clauses</li> <li>• phrases</li> <li>• pronoun/antecedent agreement</li> </ul>	minimal editing for the correct use of <ul style="list-style-type: none"> <li>• clauses</li> <li>• phrases</li> <li>• pronoun/antecedent agreement</li> </ul>	editing for the correct use of <ul style="list-style-type: none"> <li>• clauses</li> <li>• phrases</li> <li>• pronoun/antecedent agreement</li> </ul>	independent editing for the correct use of <ul style="list-style-type: none"> <li>• clauses</li> <li>• phrases</li> <li>• pronoun/antecedent agreement</li> </ul>

Achievement Indicators for Writing  
Grade 4

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>5.4.6 Edit sentence structure for</p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• combining sentences</li> <li>• compound sentences</li> <li>• complex sentences</li> </ul>	<p>inability to edit for correct sentence structures.</p> <p>multiple fragments.</p> <p>multiple run-ons.</p> <p>misunderstanding of sentence combining.</p> <p>numerous errors create confusion for the reader that impedes meaning.</p>	<p>attempts to edit for sentence structure.</p> <p>use of simple and compound sentences that may be correct.</p> <p>editing to combine sentences to create more variety.</p> <p>incorrectly structured complex sentences.</p> <p>compound/complex sentence structures that are poorly or incorrectly constructed.</p>	<p>editing for varied sentence structure.</p> <p>correctly formed and punctuated simple and compound sentences.</p> <p>some understanding of sentence combining to create fluency and variety.</p> <p>correctly formed and punctuated basic complex sentences.</p> <p>compound/complex sentences that are usually correct.</p> <p>personal style that is reinforced by sentence structure.</p>	<p>consistent and effective editing for varied sentence structure.</p> <p>correctly formed and punctuated simple and compound sentences.</p> <p>correctly formed and punctuated complex sentences.</p> <p>correctly formed and punctuated compound/complex sentences.</p> <p>manipulation and integration of all sentence forms to enhance the effectiveness of the text and personal writing style.</p>
<p><b>With assistance</b>, edit sentence structure for the elimination of</p> <ul style="list-style-type: none"> <li>• fragments</li> <li>• run-ons</li> </ul>	<p>inability to edit sentence structure for elimination of errors in compound and complex sentences, fragments, and run-ons.</p>	<p>inconsistent editing for fragments and run-on sentences.</p>	<p>consistent editing for fragments and run-ons.</p>	<p>independent editing of structures to eliminate fragments and run-ons.</p>

Achievement Indicators for Writing  
Grade 4

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
5.4.7 Prepare legible final draft to display or share.	<p>inability to share/publish final drafts with an audience.</p> <p>inability to communicate with an audience and express a sense of purpose.</p> <p>communication on a basic and functional level.</p> <p>lack of awareness of audience.</p> <p>lack of voice that is appropriate to purpose.</p> <p>voice that is flat, lifeless, or mechanical.</p>	<p>minimal ability to share/publish final drafts which are usually incomplete, with an audience.</p> <p>weak or inappropriate forms of presentation (e.g., visual, oral, print).</p> <p>disorganized demonstration.</p> <p>revisions that may not be based upon feedback.</p> <p>inability to use voice to target intended audience or purpose.</p> <p>indifferent or distanced voice.</p> <p>minimal ability to show the writer behind the words.</p>	<p>sharing/publishing drafts with an audience.</p> <p>use of various forms of presentation (e.g., visual, oral, print).</p> <p>adequate organization.</p> <p>revisions that are based upon feedback.</p> <p>voice appropriate to purpose.</p> <p>ability to show the writer behind the words.</p>	<p>sharing/publishing drafts with designated audience.</p> <p>engaging and effective forms of presentation.</p> <p>forethought and preparedness.</p> <p>simple critical analysis and revision based upon feedback.</p> <p>voice appropriate to purpose and engages intended audience.</p> <p>communication with intended audience demonstrating individuality, conviction, and honesty, revealing the writer behind the words.</p>
<b>With assistance</b> , select a publishing format appropriate to the audience and purpose.	inability to select a publishing format appropriate to audience and purpose.	minimal ability to select a publishing format when they are given a choice.	minimal ability to choose a publishing format appropriate to audience and purpose.	independent selection of an appropriate publishing format.

Achievement Indicators for Writing  
Grade 4

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>6.4.1 Write multiple paragraph papers with a focus on</p> <ul style="list-style-type: none"> <li>• a topic sentence</li> <li>• supporting details</li> <li>• concluding statement</li> <li>• beginning, middle, and end</li> </ul>	<p>inability to write expository papers containing clear topic and details.</p> <p>inability to write a topic sentence.</p> <p>inability to include facts that support topic, topic sentences, and/or thesis.</p> <p>inability to include a clear beginning, middle, and/or end.</p>	<p>minimal ability to write expository paper containing clear topic and details.</p> <p>minimal development of topic sentences.</p> <p>minimal use of facts that support topic, topic sentences and/or thesis.</p> <p>use of inaccurate and/or inappropriate facts.</p> <p>minimal ability to provide a beginning and middle but no end.</p>	<p>ability to write expository papers that develop a clear topic with appropriate facts and details.</p> <p>development of a clear topic sentences.</p> <p>use of facts that support the topic, topic sentences, and/or thesis.</p> <p>use of details that support the topic.</p> <p>development of a sequential beginning, middle, and end.</p> <p>satisfying conclusion.</p>	<p>ability to write expository papers that develop and extend the topic with appropriate facts and evidence and convincing support.</p> <p>development and extension of the topic.</p> <p>a well-developed topic sentence.</p> <p>convincing supporting evidence.</p> <p>development of thesis statement.</p> <p>development of complete beginning, middle, and end.</p>
<p><b>With assistance</b>, write multiple paragraph papers with a focus on</p> <ul style="list-style-type: none"> <li>• a thesis statement</li> <li>• transitions</li> </ul>	<p>inability to write multiple paragraph papers.</p> <p>inability to provide thesis statement.</p> <p>inability to provide transitions.</p>	<p>minimal ability to write multiple paragraph papers.</p> <p>minimal development of a thesis statement.</p> <p>minimal transitions that create connections between ideas.</p>	<p>ability to write multiple paragraph papers.</p> <p>clear thesis statements.</p> <p>adequate transitions.</p>	<p>ability to write multiple paragraph papers with a developed thesis statement.</p> <p>transitions that add to clarity and understanding of writing.</p>



Achievement Indicators for Writing  
Grade 4

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.4.3 Write poetry.	<p>inability to independently write different kinds of poetry from various genres.</p> <p>inability to use a variety of poetic elements.</p> <p>limited ability to complete model fill-ins.</p>	<p>minimal writing of different kinds of poetry from various genres using a variety of poetic elements.</p> <p>use of simple figurative language.</p> <p>use of simple imagery using simple word choice.</p> <p>minimal sense of rhythm.</p> <p>use of rhyme when appropriate.</p> <p>completion of model fill-ins.</p>	<p>writing of different kinds of poetry from various genres using a variety of poetic elements.</p> <p>use of figurative language.</p> <p>use of imagery through adequate word choice.</p> <p>a sense of rhythm.</p>	<p>writing of different kinds of compelling poetry that is relevant to the writer and reader.</p> <p>poetry from various genres using a variety of poetic elements.</p> <p>use of figurative language that enhances poetry subjects.</p> <p>vivid imagery through careful word choice.</p> <p>voice through word choice.</p> <p>a sense of appropriate rhythm.</p> <p>rhyme to enhance poetry subjects.</p>

Achievement Indicators for Writing  
Grade 4

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.4.4 Write responses that demonstrate an understanding of setting.	inability to write responses to literary selections that show understanding of setting.	minimal ability to write responses to literary selections that show understanding of setting.	responses to literary selections that show understanding of setting.	responses to literary selections that show understanding of setting.
	inability to produce examples to support response ideas.	minimal use of examples and evidence to support response ideas.	use of examples and evidence to support response ideas.	responses supported by specific evidence and details.
	minimal supporting evidence.		possible use of quotes from text to support ideas and details.	accurate details and effective quotations.
	inability to produce examples of personal experience or background knowledge that relate to the text.	limited ability to use examples of personal experience or background knowledge that relates to the text.	personal experience or background knowledge that relates to the text.	personal experience or background knowledge that relates to text.
Summarize information.	plagiarizing parts of text as a summary.	minimal summarization but may plagiarize and just retell.	summarization.	summarization of important information
<b>With assistance</b> , write responses that demonstrate an understanding of character development and motivation.	inability to write responses that demonstrate an understanding of character development and motivation.	minimal responses that demonstrate a simple understanding of character development and motivation.	responses that demonstrate a simple understanding of character development and motivation.	responses that demonstrate an understanding of character development and motivation.





Achievement Indicators for Writing  
Grade 4

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.4.7 Write friendly letters following an established format.	minimal ability to write friendly letters.  minimal information necessary for clear communication.  inability to format independently.  inability to organize and sequence.	minimal ability to write friendly letters.  missing or extraneous information creating confusion in communication.  inability to use appropriate format.  minimal organization and sequence.	ability to write friendly letters.  information necessary for clear communication.  use of appropriate format.  organization and sequence.	ability to write friendly letters.  information necessary for clear communication.  use of appropriate format.  ability to include organized, controlled, and sequenced information.
<b>With assistance</b> , write business and professional letters using an established format.	inability to write business and professional letters using an established format.	minimal ability to construct business letters and other professional communications given a format.	ability to address format, audience, and purpose.  construction of business letters and other professional communications.	language that is insightful, clear, and expressive.  clear understanding of audience and purpose.  ability to construct a variety of professional communications correctly.
<b>With assistance</b> , write a variety of communications in appropriate formats.	inability to write a variety of communications in various formats.	minimal ability to address format, audience, and/or purpose.  minimal ability to construct business letters and other professional communications given a format.  inability to write a variety of communications in various formats without assistance.	minimal ability to address format, audience, and purpose.  construction of business letters and other professional communications.  minimal ability to write a variety of communications.	clear understanding of audience and purpose.  ability to construct a variety of professional communications correctly.

Achievement Indicators for Writing  
Grade 4

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.4.8 Write instructions to complete tasks or procedures.	<p>inability to write complete instructions to complete tasks or procedures.</p> <p>simple lists.</p> <p>missing or non-sequential steps.</p> <p>incomplete phrases or fragments.</p> <p>lack of an intended end product or conclusion.</p>	<p>minimal ability to write instructions to complete tasks or procedures.</p> <p>non-sequential steps.</p> <p>lack of listed steps.</p> <p>unclear or confusing sentences.</p> <p>missing steps that lead to the intended end product or conclusion.</p>	<p>adequate instructions to complete tasks or procedures.</p> <p>sequential steps.</p> <p>clear and concise sentences.</p> <p>a procedure that relates to the task.</p> <p>logical steps that lead to the intended product or conclusion.</p>	<p>complete instructions to complete tasks or procedures.</p> <p>logical sequential steps.</p> <p>clear details and concise sentences.</p> <p>relevant tasks and multiple steps.</p> <p>logical steps that lead to the intended end product or conclusion.</p>

Achievement Indicators for Writing  
Grade 4

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.4.9 Write research papers by <ul style="list-style-type: none"> <li>• formulating and recording questions</li> <li>• identifying and collecting information</li> <li>• recording information from sources</li> <li>• paraphrasing and summarizing information</li> <li>• organizing collected information</li> <li>• documenting sources.</li> </ul>	inability to write research papers.  use of broad research topic.  inability to identify or collect information.  inability to write introductions and/or conclusions.  inability to write topic sentences.  inability to use facts and details that support topic, topic sentences, and/or thesis.  inability to use accurate information.  inability to use sources.  copied information as summarizing.	minimal ability to write research papers.  inability to choose and narrow a research topic.  minimal ability to locate and collect information.  incomplete introductions and/or conclusions.  incomplete topic sentences.  minimal use facts and details that may or may not support the support topic, topic sentences, and/or thesis..  minimal ability to acknowledge sources.  simple summaries that include the main ideas.	research papers that develop a topic.  narrowed research topic.  location and collection information.  ability to write introductions and conclusions.  clear topic sentences.  facts and details that support the topic, topic sentences, and/or thesis..  accurate and appropriate facts.  acknowledgment of sources.  summarization of main ideas and a few general, supporting details.	well-developed research papers.  narrowed research topic.  effective location and collection of information.  engaging introductions and conclusions.  clear topic sentence.  topic development demonstrating knowledge of topic.  convincing evidence and support.  acknowledgement of sources.  summarization.

Achievement Indicators for Writing  
Grade 4

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<b>With assistance,</b> demonstrate an understanding of the difference between original works and plagiarized works.	inability to acknowledge sources of information.	minimal understanding of the differences between plagiarism and originality.	acknowledgement of sources showing understanding of the differences between plagiarism and originality.	acknowledgement of sources showing understanding of the differences between plagiarism and originality..

Achievement Indicators for Listening and Speaking  
Grade 4

Listening and Speaking Achievement Indicators Grade 4				
Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>7.4.1 Listen for a variety of purposes including</p> <ul style="list-style-type: none"> <li>• gaining information</li> <li>• being entertained</li> <li>• understanding directions</li> </ul> <p>Listen for and identify</p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• purpose</li> <li>• messages</li> <li>• mood</li> <li>• tone</li> </ul> <p>Listen to and summarize ideas and supporting details.</p>	<p>ability to listen to be entertained.</p> <p>limited ability to listen for a single literal purpose including gaining information and understanding single-step directions.</p> <p>inability to listen for and identify mood when given a choice.</p> <p>limited ability to identify main idea.</p> <p>inability to listen for and identify stated main idea, purpose, messages, and tone.</p> <p>inability summarize ideas.</p> <p>limited ability to restate ideas and supporting details through prompting.</p>	<p>ability to listen to be entertained.</p> <p>limited ability to listen for a variety of purposes including gaining information and understanding directions.</p> <p>limited ability to listen for and identify main idea, purpose, messages, mood, tone.</p> <p>limited ability to listen to and summarize ideas and supporting details.</p>	<p>ability to listen for a variety of purposes including gaining information, being entertained, and understanding directions.</p> <p>ability to listen for and identify main idea, purpose, messages, mood, tone.</p> <p>ability to listen to and summarize ideas and supporting details.</p>	<p>ability to listen for a variety of purposes including explain information, being entertained, and understanding multi-step directions.</p> <p>ability to listen for an inferred main idea, purpose, messages, mood, tone.</p> <p>ability to listen, summarize, and justify ideas and supporting details.</p>

Achievement Indicators for Listening and Speaking  
Grade 4

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Listen to and distinguish fact from opinion.	inability to listen to and distinguish fact from opinion.	limited ability to listen to and distinguish fact from opinion.	ability to listen to and distinguish fact from opinion.	ability to listen to and distinguish fact from opinion.
<b>With assistance</b> , listen for and identify persuasive techniques.	inability to listen for and identify persuasive techniques.	limited ability to listen for and identify persuasive techniques when given a format.	limited ability to listen for and identify persuasive techniques (e.g., bandwagon, testimonials).	ability to listen for and identify persuasive techniques.
7.4.2 Listen to and evaluate content of oral communications.	limited ability to listen to oral communications.	limited ability to listen to and evaluate content of oral communications.	ability to listen to and evaluate content of oral communications (e.g., using checklists, rubrics, check off sheet).	ability to listen to and evaluate content of oral communications (e.g., using checklists, rubrics, check off sheet).
<b>With assistance</b> , listen to and evaluate oral communications for	inability to evaluate content of oral communications.	limited ability to listen to and evaluate oral communications for delivery (e.g., posture, enthusiasm, projection, eye contact).	limited ability to listen to and evaluate oral communications for delivery (e.g., posture, enthusiasm, projection, eye contact).	ability to listen to and evaluate oral communications for delivery (e.g., posture, enthusiasm, projection, eye contact).
<ul style="list-style-type: none"> <li>• delivery</li> <li>• point of view</li> <li>• ideas</li> </ul>	limited ability to listen to oral communications for delivery when given a format (e.g., posture, enthusiasm, voice projection, eye contact).	limited ability to listen to and evaluate oral communications for ideas when given a format (e.g., rubric, checklist, oral questioning).	limited ability to listen to and evaluate oral communications for ideas (e.g., rubric, checklist, oral questioning).	ability to listen to and evaluate oral communications for ideas (e.g., rubric, checklist, oral questioning).
	inability to evaluate oral communications for point of view and ideas.	inability to listen to and evaluate oral communications for point of view.	limited ability to listen to and evaluate oral communications for point of view.	ability to listen to and evaluate oral communications for point of view.

Achievement Indicators for Listening and Speaking  
Grade 4

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
7.4.3 Expand vocabulary through listening.	inability to expand and reinforce vocabulary through listening.	limited ability to expand and reinforce vocabulary through listening.	ability to expand vocabulary through listening.	ability to use vocabulary gained through listening.
7.4.4 Listen for and identify dialect and slang.	limited ability to listen for dialect.  inability to identify dialect.  inability to listen for and identify slang.	limited ability to listen for and identify dialect.  limited ability to listen for and identify slang.	ability to listen for and identify dialect.  ability to listen for and identify slang.	ability to listen for and explain how dialect affects the selection.  ability to listen for and explain how slang affects the selection.
Listen for and identify the use of formal and informal language.	limited ability to listen for and identify the use of formal and informal language.	limited ability to listen for and identify the use of formal and informal language.	ability to listen for and identify the use of formal and informal language.	ability to listen for and demonstrate the use of formal and informal language.
Listen for and identify social and academic language.	limited ability to listen for and identify social language.  inability to listen for and identify academic language.	limited ability to listen for and identify social language.  limited ability to listen for and identify academic language.	ability to listen for and identify social language (e.g., through examples of letters, conversational, and daily communication).  ability to listen for and identify academic language (e.g., through examples of: research, news broadcast, persuasive).	ability to listen for and identify social language.  ability to listen for and identify academic language.

Achievement Indicators for Listening and Speaking  
Grade 4

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
7.4.5 Actively listen to a speaker.	limited ability to occasionally listen to a speaker (e.g., eye contact).	limited ability to actively listen to a speaker (e.g., eye contact, asking simple questions).	ability to actively listen to a speaker (e.g., eye contact, asking questions, evaluating information, and forming personal opinion).	ability to actively listen to a speaker
Listen to and participate in conversations.	ability to listen to conversations.  limited ability to participate in conversations (e.g., stay on topic, express point of view).	ability to listen to conversations.  limited ability to listen to and participate in conversations.	ability to listen to conversations.  ability to listen to and participate in conversations (e.g., stay on topic, express point of view, listen to others' point of view).	ability to listen to conversations.  ability to listen to and actively participate in conversations.
Listen to and evaluate constructive feedback.	ability to listen to constructive feedback.  inability to evaluate constructive feedback.	ability to listen to constructive feedback.  limited ability to evaluate constructive feedback.	ability to listen to constructive feedback.  ability to evaluate constructive feedback.	ability to listen to constructive feedback.  ability to use and evaluate constructive feedback.
Provide constructive feedback.	inability to provide specific constructive feedback.	limited ability to provide constructive feedback.	ability to provide constructive feedback (e.g., after listening to a selection use of checklist, rubric).	ability to provide constructive feedback with supporting details.

Achievement Indicators for Listening and Speaking  
Grade 4

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<b>With assistance</b> , focus attention to solve problems by identifying, synthesizing, and evaluating data.	inability to focus attention to solve problems by identifying data.	limited ability to focus attention to solve problems by identifying data.	limited ability to focus attention to solve problems by identifying data.	ability to focus attention to solve problems by identifying data.
	inability to focus attention to solve problems by synthesizing data.	inability to focus attention to solve problems by synthesizing data.	limited ability to focus attention to solve problems by synthesizing data.	ability to focus attention to solve problems by synthesizing data.
	inability to focus attention to solve problems by synthesizing evaluating data.	inability to focus attention to solve problems by synthesizing evaluating data.	limited ability to focus attention to solve problems by evaluating data.	ability to focus attention to solve problems by evaluating data.

Achievement Indicators for Listening and Speaking  
Grade 4

Content Standard <b>8.0</b> Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
8.4.1 Give directions to complete tasks.	limited ability to give directions to complete simple tasks, directions may not have all of the steps or may not be sequential.	limited ability to give directions to complete simple tasks.	ability to give directions to complete tasks.	ability to give multi-step directions to complete tasks.
Ask questions to clarify directions.	inability to ask appropriate questions to clarify directions.	limited ability to ask questions to clarify directions, questions may not aid in completing the task.	ability to ask questions to clarify directions.	ability to ask detailed questions to clarify directions.
8.4.2 Use precise language to describe <ul style="list-style-type: none"> <li>• feelings</li> <li>• experiences</li> <li>• observations</li> <li>• ideas</li> </ul>	limited ability to use language to describe feelings, experiences, observations, ideas using simple vocabulary, vocabulary may not be at grade level.	limited ability to use language to describe feelings, experiences, observations, ideas.	ability to use precise language to describe feelings, experiences, observations, ideas.	ability to use precise and relevant language to describe feelings, experiences, observations, ideas.
Apply Standard English to communicate ideas.	limited ability to occasionally apply simple Standard English to communicate ideas.	limited ability to apply Standard English to communicate ideas (e.g., subject/verb agreement).	ability to apply Standard English to communicate ideas.	ability to select and apply appropriate Standard English to communicate ideas.

Achievement Indicators for Listening and Speaking  
Grade 4

Content Standard <b>8.0</b> (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>8.4.3 Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> <li>• prosody</li> <li>• volume</li> <li>• eye contact</li> <li>• enunciation</li> <li>• posture</li> <li>• expressions</li> <li>• audience</li> <li>• purpose</li> </ul>	<p>limited ability to use public speaking techniques to deliver presentations with appropriate volume, eye contact, posture.</p>	<p>limited ability to use public speaking techniques to deliver presentations with appropriate volume, eye contact expressions, audience and purpose.</p>	<p>ability to use public speaking techniques to deliver presentations with appropriate prosody, volume, eye contact, enunciation, posture, expressions, audience and purpose.</p>	<p>ability to use public speaking techniques to deliver presentations with appropriate prosody, volume, eye contact, enunciation, posture, expressions, audience and purpose with detailed attention to audience.</p>
<p>Communicate information by</p> <ul style="list-style-type: none"> <li>• maintaining a clear focus</li> <li>• following a logical sequence</li> <li>• illustrating information with media aids</li> </ul>	<p>inability to communicate information by maintaining a clear focus, follow logical sequence and illustrating information with media aids.</p>	<p>limited ability to communicate information by maintaining a clear focus, follow logical sequence and illustrating information with media aids.</p>	<p>ability to communicate information by maintaining a clear focus, follow logical sequence and illustrating information with media aids.</p>	<p>ability to communicate information by maintaining a clear focus, follow logical sequence and illustrating information with media aids, with detailed attention to audience.</p>
<p>Communicate statements that express an opinion.</p>	<p>limited ability to communicate statements that express an opinion.</p>	<p>limited ability to communicate statements that express an opinion (e.g., on a literal level).</p>	<p>ability to communicate statements that express an opinion.</p>	<p>ability to communicate statements that express an opinion.</p>
<p>Defend a position using evidence.</p>	<p>limited ability to state a position, inability to defend a position using evidence.</p>	<p>limited ability to defend a position using relevant evidence.</p>	<p>ability to defend a position using evidence.</p>	<p>ability to defend a position using evidence from multiple sources.</p>

Achievement Indicators for Listening and Speaking  
Grade 4

Content Standard <b>8.0</b> (continued) Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
8.4.4 Contribute to conversations and discussions about a given topic.	limited ability to contribute to conversations and discussions.	limited ability to contribute to conversations and discussions about a given topic using relevant and irrelevant information.	ability to contribute to conversations and discussions about a given topic.	ability to contribute to conversations and discussions about a given topic using supporting details.
Respond to questions to clarify and extend ideas.	limited ability to respond to simple questions.  inability to clarify and extend ideas.	ability to respond to questions.  limited ability to clarify and extend ideas.	ability to respond to questions to clarify and extend ideas.	ability to respond to questions and to clarify and extend ideas by making connections.
Ask relevant questions to clarify information.	limited ability to ask questions.	limited ability to ask relevant questions to clarify some of the information.	ability to ask relevant questions to clarify information.	ability to ask relevant questions to clarify and apply information.
<b>With assistance</b> , take a leadership role in conversations and discussions	inability to take a leadership role in conversations and discussions.	limited ability to take a leadership role in conversations and discussions when given a format.	limited ability to take a leadership role in conversations and discussions.	ability to take a leadership role in conversations and discussions.
<b>With assistance</b> distinguish between relevant and irrelevant information	inability to distinguish between relevant and irrelevant information.	limited ability to distinguish between relevant and irrelevant information when given a format.	limited ability to distinguish between relevant and irrelevant information.	ability to distinguish between relevant and irrelevant information.