

Grade 4 Montana Standards	Novice A student who performed at this level did not meet grade-level expectations in this subject and needs considerable support to develop the required knowledge, skills, and practices necessary for future coursework in this content area. A student at this level can:	Partially Proficient A student who performed at this level partially met grade-level expectations in this subject and needs support to develop the required knowledge, skills, and practices necessary for future coursework in this content area. A student at this level can:	Proficient A student who performed at this level met grade-level expectations in this subject. The student has demonstrated the required knowledge, skills, and practices necessary for future coursework in this content area. A student at this level can:	Advanced A student who performed at this level exceeded grade-level expectations. The student has demonstrated mastery of the required knowledge, skills, and practices necessary for future coursework in this content area. A student at this level can:
RL.4.1	Answer questions about explicit details from the text.	Refer to explicit details from the text when answering questions.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)	Analyze and explain what the text says when drawing inferences from the text, using strong, implicit text evidence as support.
RL.4.2	Identify key details in a story, drama, or poem, including texts by and about American Indians.	Determine a theme of a story, drama, or poem from explicit details in the text, including texts by and about American Indians.	Determine a theme of a story, drama, or poem from details in the text; summarize the text; and include texts by and about American Indians. (RL.4.2)	Analyze how implicit details in a story, drama, or poem contribute to a theme; succinctly summarize the text; and include texts by and about American Indians.
RL.4.3	Identify a character, setting, or event in a story or drama using explicit details from the text (e.g., physical locations, traits, actions).	Describe a character, setting, or event in a story drawing from explicit details in the text (e.g., a character's feelings, actions).	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3)	Provide in-depth descriptions of characters drawing from implicit details from the text (e.g., how a character's motivations determine their decisions).
RL.4.4	Determine the meaning of a word as it is used in a text based on explicit sentence-level context.	Determine the meaning of words as they are used in a text, including those that allude to familiar mythological characters, based on explicit context.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. (RL.4.4)	Analyze the use of words and phrases on the meaning of a text, including those that allude to mythological characters, referring to implicit context as support.
RL.4.5	Identify major differences between poems, drama, and prose.	Explain major differences between poems, drama, and prose.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (RL.4.5)	Analyze and explain how parts of a story, drama, or poem contribute to the overall meaning, referring to structural elements (e.g., specific stanzas, verses, dialogue, and scenes) when referring to implicit details the text.
RL.4.6	Determine the point of view of the narrator or character in a text, including works by and about American Indians.	Compare and contrast the point of view from which different stories are narrated, including works by and about American Indians.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; include works by and about American Indians. (RL.4.6)	Analyze how the point of view of the narrator or the characters affect the meaning of the story, including first and third person narration; include works by and about American Indians.

RL.4.7	Identify the connection between the text of a story or drama and a visual or oral presentation of the text.	Identify elements that connect the visual or oral presentation to specific parts of the text of a story or drama.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL.4.7)	Analyze how connections between a visual or oral presentation of a text contribute to the meaning of a story or drama, referring to specific descriptions of directions in each version as evidence of the implied connection.
RL.4.8	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>
RL.4.9	Identify similar topics and events in stories, myths, and traditional literature from different cultures, including those by and about American Indians.	Compare and contrast similar topics and events in stories, myths, and traditional literature from different cultures, including those by and about American Indians.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including those by and about American Indians. (RL.4.9)	Through comparison and contrast, analyze the themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures based on specific and relevant details, including texts by and about American Indians.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the low end of the Grades 3-4 text complexity band.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 3-4 text complexity band independently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10)	By the end of the year, read, comprehend, and analyze literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently.

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RI.4.1	Answer questions about explicit details from the text.	Refer to explicit details from the text when answering questions.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)	Analyze and explain what the text says when drawing inferences from the text, using strong, implicit text evidence as support.
RI.4.2	Identify key details in a text.	Determine main idea using key details in the text.	Determine the main idea of a text; explain how it is supported by key details; and summarize the text. (RI.4.2)	Analyze how the main idea is supported in a text, referring to relevant details and evidence; succinctly summarize the text.

RI.4.3	Identify events, procedures, ideas, or concepts in a historic, scientific or technical texts, including texts by and about American Indians.	Identify key relationships between a series of events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on explicit information in the text, and include texts by and about American Indians.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text and include texts, by and about American Indians. (RI.4.3)	Analyze how relationships in a text explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, drawing upon implicit information in the text, including texts by and about American Indians.
RI.4.4	Identify the meaning of high-frequency general academic words or phrases in context relevant to a Grade 4 topic or subject area.	Identify the meaning of general academic words and phrases in context relevant to a Grade 4 topic or subject area.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. (RI.4.4)	Analyze the use of academic and domain specific words and phrases on the meaning of a text relevant to Grade 4 topics and subject areas.
RI.4.5	Identify the structure (e.g., chronology, comparison, cause/effect) in a part of a text, using explicit details from the text.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) in a text or part of a text.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)	Analyze how the text structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text contributes to the overall meaning of the text.
RI.4.6	Identify information shared between two texts on the same event or topic, including those of American Indians.	Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians, and identify the differences in the information provided.	Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians, and describe the differences in focus and the information provided. (RI.4.6)	Analyze how differences between a firsthand and secondhand account of the same event or topic, including those of American Indians, influence the focus and what information is provided.

RI.4.7	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) relates to key details or events in the text.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)	Analyze how information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) in a text contributes to an understanding of the text in which it appears.
RI.4.8	Identify particular points in a text with support of explicitly stated reasons.	Identify which reason or evidence supports particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)	Analyze how an author uses reasons and implicit and explicit evidence to support particular points in a text.
RI.4.9	Identify key information from two texts on the same topic.	Compare and contrast key information from two texts on the same topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)	Analyze how two texts on the same topic compare and contrast, using specific information and relevant details from each text as support to write or speak about the subject knowledgeably.

RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the low end of the Grades 3–4 text complexity band.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 3–4 text complexity band.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)	By the end of the year, read, comprehend, and analyze informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.
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W.4.1	Write opinion pieces on topics or texts:	Write opinion pieces on topics or texts supporting a point of view with reasons:	Write opinion pieces on topics or texts supporting a point of view with reasons and information:	Write well-organized opinion pieces with clear structure and strong reasoning:
	•state a topic or opinion	• introduce the topic or text they are writing about and/or state an opinion	• introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose	• provide an introductory sentence or paragraph about a topic or text, state a clear opinion, and create a logical organizational structure to connect reasons
	• provide one reason to support the opinion	• provide more than one reason that supports the opinion	• provide reasons that are supported by facts and details	• provide reasons that support the opinion using relevant and specific details
	• use linking words to connect opinion and reasons	• use linking words and phrases to connect opinion and reasons	• link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)	• use linking words and phrases to effectively connect opinion to relevant and specific reasons
	• provide a concluding sentence restating the topic or opinion.	• provide a concluding statement or section that restates the topic or opinion.	• provide a concluding statement or section related to the opinion presented. (W.4.1)	• provide a concluding statement or section that effectively connects and reinforces the topic or opinion discussed throughout the piece.
W.4.2	Write informative/explanatory texts about a topic and convey ideas and information:	Write informative/explanatory texts to examine a topic and convey ideas and information:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:

	<ul style="list-style-type: none"> introduce a topic 	<ul style="list-style-type: none"> introduce a topic and group related information together in paragraphs 	<ul style="list-style-type: none"> introduce a topic clearly and group related information in paragraphs and sections and include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension 	<ul style="list-style-type: none"> provide a clear introductory sentence or paragraph about a topic and create a logical organizational structure to connect related information, including appropriate formatting, relevant illustrations, and multimedia to aid comprehension
	<ul style="list-style-type: none"> identify facts, definitions, and details that support the topic 	<ul style="list-style-type: none"> provide facts, definitions, details, and quotations that support the topic 	<ul style="list-style-type: none"> develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic 	<ul style="list-style-type: none"> develop the topic with specific and relevant facts, definitions, relevant details, quotations, examples, and information that clearly supports the topic
	<ul style="list-style-type: none"> use general linking words to categorize information 	<ul style="list-style-type: none"> use linking words to connect information within a category 	<ul style="list-style-type: none"> link ideas within categories of information using words and phrases 	<ul style="list-style-type: none"> use precise linking words and phrases to indicate the type of connection between ideas within categories of information (e.g., emphasis, addition, contrast, order)
	<ul style="list-style-type: none"> use general language to inform about or explain the topic 	<ul style="list-style-type: none"> use language and domain-specific vocabulary to inform about or explain the topic 	<ul style="list-style-type: none"> use precise language and domain-specific vocabulary to inform about or explain the topic 	<ul style="list-style-type: none"> use precise academic language and domain-specific vocabulary to inform about or explain the topic
	<ul style="list-style-type: none"> provide a sentence restating the topic. 	<ul style="list-style-type: none"> provide a concluding statement or section that restates the topic. 	<ul style="list-style-type: none"> provide a concluding statement or section related to the information or explanation presented. (W.4.2) 	<ul style="list-style-type: none"> provide a concluding statement or section that reinforces connections and topic discussed throughout the piece.
W.4.3	Write narrative texts about real or imagined experiences or events:	Write narratives to develop real or imagined experiences or events using descriptive details and clear event sequences:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
	<ul style="list-style-type: none"> state a situation or introduce a character 	<ul style="list-style-type: none"> establish a situation or introduce a character and/or narrator and organize a linear event sequence 	<ul style="list-style-type: none"> orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally 	<ul style="list-style-type: none"> establish a situation and introduce a narrator and/or characters using descriptive language, and organize an event sequence that purposefully advances the plot or narrative
	<ul style="list-style-type: none"> use brief description of experiences and events 	<ul style="list-style-type: none"> use description to develop experiences and events or show the responses of characters to situations 	<ul style="list-style-type: none"> use dialogue and description to develop experiences and events or show the responses of characters to situations 	<ul style="list-style-type: none"> skillfully use dialogue and rich descriptions of actions, thoughts, and feelings to enhance experiences and events and/or deepen character development

	<ul style="list-style-type: none"> • use transition words to indicate event sequence 	<ul style="list-style-type: none"> • use transition words and phrases to manage the sequence of events 	<ul style="list-style-type: none"> • use a variety of transitional words and phrases to manage the sequence of events 	<ul style="list-style-type: none"> • incorporate a variety of transitional words and phrases to indicate the order of events throughout the narrative
	<ul style="list-style-type: none"> • use concrete words to convey experiences and events 	<ul style="list-style-type: none"> • use concrete words and phrases and sensory details to convey experiences and events 	<ul style="list-style-type: none"> • use concrete words and phrases and sensory details to convey experiences and events precisely 	<ul style="list-style-type: none"> • use abstract words and phrases and sensory details to convey experiences and events precisely
	<ul style="list-style-type: none"> • provide a sentence that restates the main events. 	<ul style="list-style-type: none"> • provide a concluding sentence that relates to the narrated experiences or events. 	<ul style="list-style-type: none"> • provide a conclusion that follows from the narrated experiences or events. (W.4.3) 	<ul style="list-style-type: none"> • provide a meaningful conclusion that conveys a lesson learned or leaves a lasting emotional impression.
W.4.4	Produce an organized piece of writing when the task and purpose are clearly identified.	Produce writing in which the organization is appropriate for the task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4)	Produce clear and coherent writing in which the development and organization demonstrate a sophisticated understanding of the task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, revise and edit a draft based on clear feedback in the form of directions and/or corrections.	With guidance and support from peers and adults, strengthen writing by revising and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.4.5)	Skillfully plan, revise, and edit writing to make meaningful improvements to enhance clarity, organization, and style, seeking feedback from peers and adults as needed.
W.4.6	With guidance and support from adults, use technology to produce and publish writing.	With guidance and support from adults, use technology produce and publish writing, and demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)	Independently use technology to research a topic, engage in collaborative groups, produce and publish writing, demonstrating advanced keyboarding skills to improve writing quality and presentation of published work.
W.4.7	Conduct short research projects by using a limited range of sources to ask and answer questions about a topic, including information about American Indians.	Conduct short research projects that answer different aspects of a topic and include topics and/or sources by and about American Indians.	Conduct short research projects that build knowledge through investigation of different aspects of a topic and include topics and/or sources by and about American Indians. (W.4.7)	Use a wide range of reliable sources, including those by and about American Indians, to conduct thorough research to investigate various aspects of a topic, including sources and topics by and about American Indians.

W.4.8	Recall key information from experiences or gather information from print and digital sources; sort key information into provided categories.	Recall information from experiences and gather information from print and digital sources; use a given framework to take brief notes about a topic using explicitly stated key ideas and/or sort key information into provided categories.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; and provide a list of sources. (W.4.8)	Synthesize information from experiences and gather a variety of information from diverse print and digital sources; take detailed, well-organized notes; and sort evidence into categories to support research or writing.
W.4.9	Draw evidence from literary or informational texts to support research:	Draw evidence from literary or informational texts to support reflection and research:	Draw evidence from literary or informational texts to support analysis, reflection, and research:	Draw evidence from a variety of literary or informational texts to support analysis, reflection, and research:
	<ul style="list-style-type: none"> • apply Grade 4 reading standards to literature with minimal complexity (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].") 	<ul style="list-style-type: none"> • apply Grade 4 reading standards to literature with minimal to moderate complexity (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].") 	<ul style="list-style-type: none"> • apply Grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].") 	<ul style="list-style-type: none"> • apply Grade 4 reading standards to literature with high complexity (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].")
	<ul style="list-style-type: none"> • apply Grade 4 reading standards to informational texts with minimal complexity (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.") 	<ul style="list-style-type: none"> • apply Grade 4 reading standards to informational texts with minimal to moderate complexity (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.") 	<ul style="list-style-type: none"> • apply Grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.") (W.4.9) 	<ul style="list-style-type: none"> • apply Grade 4 reading standards to informational texts with high complexity (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.")
W.4.10	Write routinely over short time frames (a single sitting or periods during a day) for general tasks, purposes, and audiences.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or periods during a day) for discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10)	Manage time effectively for extended writing projects and shorter writing tasks for discipline-specific purposes, tasks, and audiences by demonstrating strong research skills, thoughtful reflection, and thorough revision.

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L.4.1	Demonstrate a beginning command of standard English grammar and usage when writing or speaking.	Demonstrate a developing command of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate an advanced command of the conventions of standard English grammar and usage when writing or speaking.
	a. Use subject and/or object pronouns in a sentence.	a. Use relative pronouns in a sentence.	a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	a. Use relative pronouns and relative adverbs in complex and compound sentences.
	b. Identify regular verb tenses.	b. Identify progressive verb tenses in a sentence.	b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	b. Apply patterns when using progressive verb tenses, including those that follow uncommon rules or exceptions.

	c. Identify the conditions conveyed by modal auxiliaries.	c. Use modal auxiliaries to convey a specific condition.	c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	c. Analyze how use of modal auxiliaries convey various conditions and apply the most appropriate one based on a specific condition.
	d. Identify adjectives in a sentence.	d. Order adjectives in simple sentences.	d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	d. Use conventional patterns to order adjectives in complex and/or compound sentences.
	e. Identify prepositional phrases in a simple sentence.	e. Explain the function of prepositional phrases in a sentence.	e. Form and use prepositional phrases.	e. Use prepositional phrases to describe an object's position precisely.
	f. Identify complete sentences.	f. Identify complete sentences, inappropriate fragments, and run-ons.	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	f. Produce complete, complex and/or compound sentences, recognizing and correcting errors in sentence structure, including fragments and run-ons.
	g. Identify words that are frequently confused (e.g., homophones, homographs, homonyms).	g. Identify the correct use of a frequently confused word in a sentence (e.g., homophones, homographs, homonyms).	g. Correctly use frequently confused words (e.g., to, too, two; there, their). (L.4.1)	g. Recognize and correct errors in word use by applying the correct use of frequently confused words (e.g., homophones, homographs, homonyms).
L.4.2	Demonstrate a beginning command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate a developing command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate an advanced command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	a. Capitalize the first word in a sentence.	a. Capitalize first word, the pronoun "I", and/or proper nouns in sentences.	a. Use correct capitalization.	a. Consistently use correct capitalization in a variety of contexts, such as for the beginning of sentences, the pronoun "I," people's names, proper nouns, titles, and less frequent uses (e.g., languages, nationalities, course subjects).
	b. Recognize that quotation marks indicate direct speech.	b. Recognize that quotation marks indicate direct speech and/or quotations from the text.	b. Use commas and quotation marks to mark direct speech and quotations from a text.	b. Use commas and quotation marks to indicate direct speech, including when dialogue tags separate the direct speech, and when using a split quote from a text.
	c. Identify a coordinating conjunction in a compound sentence.	c. Identify sentences that require a comma before a coordinating conjunction.	c. Use a comma before a coordinating conjunction in a compound sentence.	c. Use a comma before a coordinating conjunction or subordinate clauses in a variety of sentences.
	e. Identify the correct spelling of high-frequency words, consulting references as needed.	e. Spell high-frequency words correctly, consulting references as needed.	d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2)	e. Spell low-frequency, grade-appropriate words correctly, consulting references and needed.
L.4.3	Use beginning knowledge of language and its conventions when writing, speaking, reading, or listening.	Use developing knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use advanced knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Identify the precise meaning of words.	a. Identify the precise meaning of words and phrases used to convey ideas.	a. Choose words and phrases to convey ideas precisely.	a. Choose words and phrases to achieve a desired effect and/or precise meaning.

	b. Recognize that punctuation can be used to convey different effects.	b. Choose ending punctuation to achieve a specific effect.	b. Choose punctuation for effect.	b. Analyze how punctuation affects meaning and conveys a variety of effects.
	c. Recognize that there are differences between formal and informal English.	c. Understand that different contexts call for formal and informal English.	c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3)	c. Choose between contexts that call for formal English and situations where informal discourse is appropriate, explaining the reason for the choice.
L.4.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on beginning grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on developing grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on advanced grade 4 reading and content, choosing flexibly from a range of strategies.
	a. Identify the meaning of a word based on explicit sentence-level context.	a. Use sentence-level context as a clue to the meaning of a word or phrase.	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	a. Use implicit paragraph-level context as a clue to the meaning of a word or phrase.
	b. Identify the meaning of an unknown word with a known affix and/or known root.	b. Identify the meaning of an unknown word with common, grade-appropriate affixes or roots.	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	b. Determine the meaning of an unknown word that is formed when a lesser-known affix from various derivations is added to a root.

	c.Choose the appropriate reference material to determine the meaning of a keyword.	c. Use reference materials, both print and digital, to determine the meaning of key words and phrases.	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4)	c. Determine or clarify the precise meaning, pronunciation, and derivation of words and phrases as they are used in a text by consulting the appropriate print or digital reference materials.
L.4.5	Demonstrate a beginning understanding of figurative language and word relationships.	Demonstrate a developing understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate an advanced understanding of figurative language, word relationships, and nuances in word meanings.
	a. Identify simple similes in context.	a. Identify the meaning of simple similes and metaphors in context.	a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	a. Interpret and explain the meaning of similes and extended metaphors in context.
	b. Identify the meaning of common idioms in context.	b. Identify the meaning of common idioms and adages in context.	b. Recognize and explain the meaning of common idioms, adages, and proverbs.	b. Analyze the use of idioms, adages, and proverbs in context and their impact on meaning.
	c. Identify opposite words (antonyms) and their relationship.	c. Identify the relationship among words with similar (synonyms) and opposite (antonyms) meanings.	c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5)	c. Distinguish shades of meaning among related words with subtle connotative differences among synonyms, and those with opposing meanings.

L.4.6	Use grade-appropriate general academic words and phrases, including those that signal precise actions and/or emotions.	Use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that demonstrate thorough understanding of a particular topic.
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