

4th Grade Report Card

Reading Level	MP1	MP2	MP3	MP4
4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry , in a text complexity range determined by qualitative and quantitative measures appropriate to grades 4.				
4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts , including history/social studies, science, and technical texts in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.				
Reading for Literature and Informational Text	MP1	MP2	MP3	MP4
4.RL.1 Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
4.RL.2 Determines a theme of a story, drama, or poem; summarizes the text.				
4.RL.4 Determines the meaning of words, phrases, and figurative language as they are used in a text, including those that allude to significant characters.				
4.RL.9 Compares and contrasts similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.				
4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
4.RI.5 Describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.				
4.RI.9 Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably				
Writing Standards				
4.W.1 Writes opinion pieces on topics or texts, supporting a point of view with reasons and information				
4.W.2 Writes informative/explanatory texts to examine a topic and convey ideas and information clearly				
4.L.3 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.				

KEY

 Mastery Expected

Reading Literature

4.RL.10 By the end of the year, proficiently and independently read and comprehend **literature, including stories, dramas, and poetry**, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 4.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L-1010L)</p> <p>Work in, complete and pass 5th grade or higher iReady literature lessons.</p> <p>Independent DRA 50/HMH T</p> <p>Score High Average/High in literature skills on NWEA MAP</p> <p>WCPM 125+</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L-1010L)</p> <p>Work in, complete and pass 5th grade or higher iReady literature lessons.</p> <p>Independent DRA 50/HMH T</p> <p>Score High Average/High in literature skills on NWEA MAP</p> <p>WCPM 143+</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L-1010L)</p> <p>Work in, complete and pass 5th grade or higher iReady literature lessons.</p> <p>Independent DRA 60/HMH U</p> <p>Score High in literature skills on NWEA MAP</p> <p>WCPM 143+</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L-1010L)</p> <p>Work in, complete and pass 5th grade or higher iReady literature lessons.</p> <p>Independent DRA 60/HMH U-V</p> <p>Score High in literature skills on NWEA MAP</p> <p>WCPM 160+</p>
3 Proficient	<p>Engage in 4th grade HMH text, contribute text knowledge in group discussions and demonstrate progress when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady literature lessons.</p> <p>Instructional DRA 40/HMH Q</p> <p>Score Average/High Average on NWEA MAP literature skills</p> <p>WCPM 94-124</p>	<p>Engage in 4th grade HMH text, contribute text knowledge in group discussions and demonstrate progress when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady literature lessons.</p> <p>Instructional DRA 40/HMH R</p> <p>Score Average/High Average on NWEA MAP literature skills</p> <p>WCPM 120-142</p>	<p>Independently read 4th grade HMH text, contribute text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady literature lessons.</p> <p>Independent DRA 40/HMH S</p> <p>Score High Average/High on NWEA MAP literature skills</p> <p>WCPM 120-142</p>	<p>Independently read 4th grade HMH text, contribute text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady literature lessons.</p> <p>Independent DRA 40/HMH S</p> <p>Score High Average/High on NWEA MAP literature skills</p> <p>WCPM 133-159</p>

<p>2 Partially Proficient</p>	<p>With support and scaffolding, engages in 4th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 3rd grade iReady literature lessons.</p> <p>Instructional DRA 34/HMH O Independent Lexile 520-820</p> <p>Score Average on NWEA MAP literature skills</p> <p>WCPM 75-93</p>	<p>With support and scaffolding, engages in 4th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 3rd grade iReady literature lessons.</p> <p>Instructional DRA 38/HMH P Independent Lexile 520-820</p> <p>Score Average on NWEA MAP literature skills</p> <p>WCPM 95-119</p>	<p>With support and scaffolding, engages in 4th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 3rd grade iReady literature lessons.</p> <p>Instructional DRA 38/HMH P Independent Lexile 520-820</p> <p>Score Average on NWEA MAP literature skills</p> <p>WCPM 95-119</p>	<p>With support and scaffolding, engages 4th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 3rd grade iReady literature lessons.</p> <p>Independent DRA 38/HMH P Independent Lexile 520-820</p> <p>Score Average on NWEA MAP literature skills</p> <p>WCPM 105-132</p>
<p>1 Minimally Proficient</p>	<p>With support and scaffolding, inconsistently engages in 4th grade HMH text, shares text knowledge in group discussions or demonstrate mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 3rd grade or below iReady literature lessons.</p> <p>Instructional DRA 30/HMH N or lower</p> <p>Score Low/Low Average on NWEA MAP literature skills</p> <p>WCPM 60 or lower</p>	<p>With support and scaffolding, inconsistently engages in 4th grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 3rd grade or below iReady literature lessons.</p> <p>Instructional DRA 34/HMH O or lower</p> <p>Score Low/Low Average on NWEA MAP literature skills</p> <p>WCPM 71 or lower</p>	<p>With support and scaffolding, inconsistently engages in 4th grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 3rd grade or below iReady literature lessons.</p> <p>Instructional DRA 34/HMH O or lower</p> <p>Score Low/Low Average on NWEA MAP literature skills</p> <p>WCPM 71 or lower</p>	<p>With support and scaffolding, inconsistently engages in 4th grade HMH text, share text knowledge in group discussions or demonstrate mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 3rd grade or below iReady literature lessons.</p> <p>Independent 34/HMH O or lower</p> <p>Score Low/Low Average on NWEA MAP literature skills</p> <p>WCPM 83 or lower</p>

This rubric is designed to help teachers identify their students' ability to read and comprehend grade level text. Background knowledge and student interest factor into students' reading ability in a given text, therefore, a reading level can change based on a student's experience and interest in a subject. Professional judgment throughout the quarter is needed to determine scaffolding needed so students have access and gain mastery of grade level text. See Sarborough's Reading Rope for areas a student may need scaffolding to experience success with text.

WCPM based on Hasbrouck and Tindal Norms, 2017. Lexile Levels taken from HMH Into Reading Text Complexity Correlation Chart.

Assessments: DRA, HMH module activities, assessments discussion observations, and NWEA MAP Student Profile Reports, are valuable assessment tools that determine proficiency and mastery.

4.RI.10 By the end of the year, proficiently and independently **read and comprehend informational texts**, including history/social studies, science, and technical texts in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L-1010L)</p> <p>Work in, complete and pass 5th grade or higher iReady informational text lessons.</p> <p>Independent DRA 50/HMH T</p> <p>Scoring High Average/High on informational skills on NWEA MAP</p> <p>WCPM 125+</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L-1010L)</p> <p>Work in, complete and pass 5th grade or higher iReady informational text lessons.</p> <p>Independent DRA 50/HMH T</p> <p>Scoring High Average/High on informational skills on NWEA MAP</p> <p>WCPM 143+</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L-1010L)</p> <p>Work in, complete and pass 5th grade or higher iReady informational text lessons.</p> <p>Independent DRA 60/HMH U</p> <p>Scoring High in literature skills on informational skills on NWEA MAP</p> <p>WCPM 143+</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L-1010L)</p> <p>Work in, complete and pass 5th grade or higher iReady informational text lessons.</p> <p>Independent DRA 60/HMH U-V</p> <p>Scoring High on informational skills on NWEA MAP</p> <p>WCPM 160+</p>
3 Proficient	<p>Engage in 4th grade HMH text, contribute text knowledge in group discussions and demonstrate progress when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady informational text lessons.</p> <p>Instructional DRA 40/HMH Q</p> <p>Scoring Average/High Average on NWEA MAP informational text skills</p> <p>WCPM 94-124</p>	<p>Engage in 4th grade HMH text, contribute text knowledge in group discussions and demonstrate progress when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady informational text lessons.</p> <p>Instructional DRA 40/HMH R</p> <p>Scoring Average/High Average on NWEA MAP informational text skills</p> <p>WCPM 120-142</p>	<p>Independently read 4th grade HMH text, contribute text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady informational text lessons.</p> <p>Independent DRA 40/HMH S</p> <p>Scoring High on NWEA MAP informational text skills</p> <p>WCPM 120-142</p>	<p>Independently read 4th grade HMH text, contribute text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady informational text lessons.</p> <p>Independent DRA 40/HMH S</p> <p>Scoring High on NWEA MAP informational text skills</p> <p>WCPM 133-159</p>

<p>2 Partially Proficient</p>	<p>With support and scaffolding, engages in 4th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 3rd grade iReady informational lessons.</p> <p>Instructional DRA 34/HMH O Independent Lexile 520-820</p> <p>Score Average on NWEA MAP informational skills</p> <p>WCPM 75-93</p>	<p>With support and scaffolding, engages in 4th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 3rd grade iReady informational lessons.</p> <p>Instructional DRA 38/HMH P Independent Lexile 520-820</p> <p>Score Average on NWEA MAP informational skills</p> <p>WCPM 95-119</p>	<p>With support and scaffolding, engages in 4th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 3rd grade iReady informational lessons.</p> <p>Instructional DRA 38/HMH P Independent Lexile 520-820</p> <p>Score Average on NWEA MAP informational skills</p> <p>WCPM 95-119</p>	<p>With support and scaffolding, engages 4th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 3rd grade iReady informational lessons.</p> <p>Independent DRA 38/HMH P Independent Lexile 520-820</p> <p>Score Average on NWEA MAP informational skills</p> <p>WCPM 105-132</p>
<p>1 Minimally Proficient</p>	<p>Instructional DRA 30/HMH N or lower</p> <p>With support and scaffolding, inconsistently engages in 4th grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady informational text lessons.</p> <p>Score Low/Low Average on NWEA MAP informational skills</p> <p>WCPM 60 or lower</p>	<p>Instructional DRA 34/HMH O or lower</p> <p>With support and scaffolding, inconsistently engages in 4th grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady informational text lessons.</p> <p>Score Low/Low Average on NWEA MAP informational skills</p> <p>WCPM 71 or lower</p>	<p>Instructional DRA 34/HMH O or lower</p> <p>With support and scaffolding, inconsistently engages in 4th grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady informational text lessons.</p> <p>Score Low/Low Average on NWEA MAP informational skills</p> <p>WCPM 71 or lower</p>	<p>Independent 34/HMH O or lower</p> <p>With support and scaffolding, inconsistently engages in 4th grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady informational text lessons.</p> <p>Score Low/Low Average on NWEA MAP informational skills</p> <p>WCPM 83 or lower</p>
<p>This rubric is designed to help teachers identify their students' ability to read and comprehend grade level text. Background knowledge and student interest factor into students' reading ability in a given text, therefore, a reading level can change based on a student's experience and interest in a subject. Professional judgment throughout the quarter is needed to determine scaffolding needed so students have access and gain mastery of grade level text. See Sarborough's Reading Rope for areas a student may need scaffolding to experience success with text.</p>				

WCPM based on Hasbrouck and Tindal Norms, 2017. Lexile Levels taken from HMH Into Reading Text Complexity Correlation Chart.

Assessments: DRA, HMH module activities, assessments discussion observations, and NWEA MAP Student Profile Reports, are valuable assessment tools that determine proficiency and mastery.

Reading Literature				
4.RL.1 Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3 Proficient	Explains what the text says explicitly and draws inferences with limited detail; identifies few key details and examples in the text.	Explains what the text says explicitly and draws inferences with limited detail; identifies few key details and examples in the text.	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
2 Partially Proficient	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers	Explains what the text says explicitly and draws inferences with limited detail; identifies few key details and examples in the text.	Explains what the text says explicitly and draws inferences with limited detail; identifies few key details and examples in the text.
1 Minimally Proficient	Identifies no or unrelated details and examples from the text and draws no inferences or incorrect inferences.	Identifies no or unrelated details and examples from the text and draws no inferences or incorrect inferences.	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers
Assessment: Expectation is students must routinely edit their work. Not all work needs to be assessed for proper grammar, but spot checking will promote accountability. End of story HMH writing responses and end of module performance tasks should include editing expectations. HMH Priority Standards Pathways - Located in 4th Grade SharePoint Report Card Folder and AASA Writing Rubric evidence and elaboration rubric				

Reading Literature				
4.RL.2 Determine a theme of a story, drama, or poem from details in the text, summarize the text.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Determine a theme of a story, drama, or poem from details in the text, summarize the text.	Determine a theme of a story, drama, or poem from details in the text, summarize the text.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarizes the text.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarizes the text.
3 Proficient	Recognize the provided theme of a story, drama, or poem; by determining the key details and text features (author's point of view, mood, figurative language) in the text to support it.	Recognize the provided theme of a story, drama, or poem; by determining the key details in the text to support it.	Determine a theme of a story, drama, or poem from details in the text, summarize the text.	Determine a theme of a story, drama, or poem from details in the text, summarize the text.
2 Partially Proficient	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures ; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures ; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.	Recognize the provided theme of a story, drama, or poem; by determining the key details in the text to support it.	Recognize the provided theme of a story, drama, or poem; by determining the key details in the text to support it.
1 Minimally Proficient	When given an explicitly stated theme in a story, drama, or poem; identifies no or limited details from the text to support it.	When given an explicitly stated theme in a story, drama, or poem; identifies no or limited details from the text to support it.	Recounts and paraphrases stories, including fables, folktales, and myths from diverse cultures ; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text	Recount and paraphrases stories, including fables, folktales, and myths from diverse cultures ; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text
Assessment: Login to HMH 1) Click on the Discover Tab 2) Click the standards tab on the left hand side 3) Click the view tab next to Arizona Standards 4) Click fourth grade on the left hand side 5) Click the tab for the standard's domain (ex. RL or RI) 6) Click on the tab for the subdomain for your standard (i.e., Key Ideas and Details) 7) Click on the standard you are assessing 8) Go to the instructional purpose drop down menu and click assessment and apply 9) For further filtering go to component drop down menu and select your assessment				

Reading Literature				
4.RL.4 Determines the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Determines the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.	Determines the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.	Analyzes the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Analyzes the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes.
3 Proficient	Uses details from the text to understand the general meaning of words, phrases, and figurative language as they are used in a text, recognizing those that allude to significant characters.	Uses details from the text to understand the general meaning of words, phrases, and figurative language as they are used in a text, recognizing those that allude to significant characters.	Determines the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.	Determines the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.
2 Partially Proficient	Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	Uses details from the text to understand the general meaning of words, phrases, and figurative language as they are used in a text, recognizing those that allude to significant characters.	Uses details from the text to understand the general meaning of words, phrases, and figurative language as they are used in a text, recognizing those that allude to significant characters.
1 Minimally Proficient	Identifies the meaning of familiar words, phrases, and figurative language as they are used in a text.	Identifies the meaning of familiar words, phrases, and figurative language as they are used in a text.	Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
Assessment: HMH Vocabulary cards, activities, assignments and quizzes.				

Informational Text				
4.RL.9 Compare and contrast 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.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Compare and contrast similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Compare and contrast similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Compares and contrasts stories in the same genre on their approaches to similar themes and topics.	Compares and contrasts stories in the same genre on their approaches to similar themes and topics.
3 Proficient	Describes similar themes, topics and patterns of events in stories, myths, and traditional literature from different cultures To determine theme, analyzes: Author's purpose, word choice, mood, tone, literary devices, figurative language, and character analysis, development and motivation, etc.	Describes similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures To determine theme, analyzes: Author's purpose, word choice, mood, tone, literary devices, figurative language, and character analysis, development and motivation, etc.	Compare and contrast similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. Compares and contrasts: Author's purpose, word choice, mood, tone, literary devices, figurative language, and character analysis, development and motivation that determine theme.	Compare and contrast the similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. Compares and contrasts: Author's purpose, word choice, mood, tone, literary devices, figurative language, and character analysis, development and motivation that determine theme.
2 Partially Proficient	With support and scaffolding can describe a similar theme, topic and pattern of events in stories, myths, and traditional literature from different cultures	With support and scaffolding can describe a similar theme, topic and pattern of events in stories, myths, and traditional literature from different cultures	Describes the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures	Describes the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures
1 Minimally Proficient	With support and scaffolding describe a similar theme, topic or pattern of events in stories, myths, and traditional literature from different cultures	With support and scaffolding describe a similar theme, topic or pattern of events in stories, myths, and traditional literature from different cultures	With support and scaffolding can describe similar themes, topics and patterns of events in stories, myths, and traditional literature from different cultures	With support and scaffolding can describe similar themes, topics and patterns of events in stories, myths, and traditional literature from different cultures
Assessment: Use HMH tabletop anchor charts to teach theme and graphic organizers to compare and contrast elements, topics, patterns of events. Compare literature within HMH Modules. HMH Priority Standards Pathways - Located in 4th Grade SharePoint Report Card Folder				

Informational Text				
4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3 Proficient	Explains what the text says explicitly and draws inferences with limited detail ; identifies few key details and examples in the text.	Explains what the text says explicitly and draws inferences with limited detail ; identifies few key details and examples in the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2 Partially Proficient	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers.	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers.	Explains what the text says explicitly and draws inferences with limited detail; identifies few key details and examples in the text.	Explains what the text says explicitly and draws inferences with limited detail; identifies few key details and examples in the text.
1 Minimally Proficient	Identifies no or unrelated details and examples from the text and draws no inferences or incorrect inferences.	Identifies no or unrelated details and examples from the text and draws no inferences or incorrect inferences.	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers
Assessment: HMH End of Module Assignments and Assessments, Classroom Discussion. HMH Priority Standards Pathways - Located in 4th Grade SharePoint Report Card Folder				

Informational Text				
4.RI.5 Describe the overall structure (eg. chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Compares and contrasts , then analyzes, the overall structure of events, ideas, concepts, or information in two or more texts, including how that structure contributes to the overall meaning.	Compares and contrasts , then analyzes, the overall structure of events, ideas, concepts, or information in two or more texts, including how that structure contributes to the overall meaning.
3 Proficient	Determine the overall structure with support of events, ideas, concepts, or information in a text or part of a text. Identify examples of chronology, comparison, cause/effect, and problem/solution while working in text.	Determine the overall structure with support of events, ideas, concepts, or information in a text or part of a text. Identify examples of chronology, comparison, cause/effect, and problem/solution while working in text.	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
2 Partially Proficient	With scaffolding and support, can determine the overall structure with support of events, ideas, concepts, or information in a text or part of a text.	With scaffolding and support, can determine the overall structure with support of events, ideas, concepts, or information in a text or part of a text.	Determines the overall structure with support of events, ideas, concepts, or information in a text or part of a text.	Determines the overall structure with support of events, ideas, concepts, or information in a text or part of a text.
1 Minimally Proficient	With scaffolding and support, inconsistently identifies the structure of events, ideas, concepts, or information in part of a text	With scaffolding and support, inconsistently identifies the structure of events, ideas, concepts, or information in part of a text	With scaffolding and support, can determine the overall structure with support of events, ideas, concepts, or information in a text or part of a text.	With scaffolding and support, can determine the overall structure with support of events, ideas, concepts, or information in a text or part of a text.
Assessment: HMH Activities, Assessments and Anchor Charts.				

Informational Text				
4.RI.9 Integrate information from two text on the same topic in order to write or speak about the subject knowledgeably.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Integrate 3-5 pieces of information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate 3-5 pieces of information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrates 3-5 pieces of information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integrates 3-5 pieces of information from several texts on the same topic in order to write or speak about the subject knowledgeably.
3 Proficient	Gather 2-3 pieces of information from two texts on the same topic to write or speak about the subject.	Gather and integrate 2-3 pieces of information from two texts on the same topic to write or speak about the subject.	Integrate 3-5 pieces of information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate 3-5 pieces of information from two texts on the same topic in order to write or speak about the subject knowledgeably.
2 Partially Proficient	With scaffolding and support, gather 2-3 pieces of information from two texts on the same topic to write or speak about the subject.	With scaffolding and support, gather 2-3 pieces of information from two texts on the same topic to write or speak about the subject.	Gather 2-3 pieces of information from two texts on the same topic to write or speak about the subject.	Gather 2-3 pieces of information from two texts on the same topic to write or speak about the subject.
1 Minimally Proficient	With scaffolding and support, gather 2-3 pieces of information from one text to write or speak about the subject.	With scaffolding and support, gather 2-3 pieces of information from one text to write or speak about the subject.	With scaffolding and support, gather 2-3 pieces of information from two texts on the same topic to write or speak about the subject.	With scaffolding and support, gather 2-3 pieces of information from two texts on the same topic to write or speak about the subject.
Assessment: Discuss and write about text within HMH modules, Science and Social Studies text. HMH Priority Standards Pathways - Located in 4th Grade SharePoint Report Card Folder				

Writing Opinion				
4.W.1 Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Writes opinion pieces on topics or texts, supporting a point of view with reasons and information: a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose. b. provides reasons that are supported by facts and details. c. links opinion and reasons using words and phrases d. provides a concluding statement or section related to the opinion presented.	Writes opinion pieces on topics or texts, supporting a point of view with reasons and information: a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose. b. provides reasons that are supported by facts and details. c. links opinion and reasons using words and phrases . provides a concluding statement or section related to the opinion presented.	Writes well-organized opinion pieces on topics or texts, fully supporting a point of view with reasons and information: a. effectively introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are logically grouped to support the writer's purpose . b. provides logically ordered reasons that are supported by facts and details. c. smoothly links opinion and reasons using words and phrases d. provides a relevant and effective concluding statement or section relate	Writes well-organized opinion pieces on topics or texts, fully supporting a point of view with reasons and information: a. effectively introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are logically grouped to support the writer's purpose . b. provides logically ordered reasons that are supported by facts and details. c. smoothly links opinion and reasons using words and phrases . d. provides a relevant and effective concluding statement or section relate
3 Proficient	Writes moderately organized opinion pieces on topics or texts: a. introduces a topic or text by stating an opinion, and generally groups ideas together in a way that supports the writer's purpose. b. provides both relevant and irrelevant facts and details. c. links opinion and reasons using basic transitional words.	Writes moderately organized opinion pieces on topics or texts: a. introduces a topic or text by stating an opinion, and generally groups ideas together in a way that supports the writer's purpose. b. provides both relevant and irrelevant facts and details. c. links opinion and reasons using basic transitional words.	Writes opinion pieces on topics or texts, supporting a point of view with reasons and information : a. introduces a topic or text clearly states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose. b. provides reasons that are supported by facts and details.	Writes opinion pieces on topics or texts, supporting a point of view with reasons and information: a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose. b. provides reasons that are supported by facts and details.

	d. provides a concluding statement.	d. provides a concluding statement.	c. links opinion and reasons using words and phrases d. provides a concluding statement or section related to the opinion presented.	c. links opinion and reasons using words and phrases d. provides a concluding statement or section related to the opinion presented.
2 Partially Proficient	Writes opinion pieces that lack organization and a clear point of view: a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas. b. provides facts and details that are not relevant to the topic. c. opinion and reasons are not linked with transitions. d. includes an ineffective concluding statement.	Writes opinion pieces that lack organization and a clear point of view: a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas. b. provides facts and details that are not relevant to the topic. c. opinion and reasons are not linked with transitions. d. includes an ineffective concluding statement.	Writes moderately organized opinion pieces on topics or texts: a. introduces a topic or text by stating an opinion, and generally groups ideas together in a way that supports the writer's purpose. b. provides both relevant and irrelevant facts and details. c. links opinion and reasons using basic transitional words. d. provides a concluding statement.	Writes moderately organized opinion pieces on topics or texts: a. introduces a topic or text by stating an opinion, and generally groups ideas together in a way that supports the writer's purpose. b. provides both relevant and irrelevant facts and details. c. links opinion and reasons using basic transitional words. d. provides a concluding statement.
1 Minimally Proficient	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Writes opinion pieces that lack organization and a clear point of view: a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas. b. provides facts and details that are not relevant to the topic. c. opinion and reasons are not linked with transitions. d. includes an ineffective concluding statement.	Writes opinion pieces that lack organization and a clear point of view: a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas. b. provides facts and details that are not relevant to the topic. c. opinion and reasons are not linked with transitions. d. includes an ineffective concluding statement.

Administer a beginning of year prompt writing assessment. Identify areas of strengths and weaknesses in student writing. Use HMH Writing lessons to provide instruction in areas that students need to develop. Model writing for students using think alouds and student feedback. Expose students to vocabulary and questioning strategies that they can incorporate into their writing throughout the year and subjects. Use rubrics throughout the year to promote discussion, constructive feedback that will drive instruction and develop end of year mastery.

Assessment: Beginning of year writing assessment, HMH end of module performance tasks and HMH Module 3 and 8 Writing Workshop, and expect structure in journal writing, quick-writes, one-pagers, short response answers, etc. HMH Priority Standards Pathways - Located in 4th Grade SharePoint Report Card Folder.

[AASA opinion rubric](#)

Writing Informative/Explanatory				
4.W.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Writes informative/explanatory texts to examine a topic and convey ideas and information clearly: a. introduces a topic clearly and groups related information in paragraphs and sections; includes formatting, illustrations, and multimedia when useful to aid comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. links ideas within categories of information using words and phrases. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. provides a concluding statement or section related to the information or explanation presented.	Writes informative/explanatory texts to examine a topic and convey ideas and information clearly: a. introduces a topic clearly and groups related information in paragraphs and sections; includes formatting, illustrations, and multimedia when useful to aid comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. links ideas within categories of information using words and phrases. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. provides a concluding statement or section related to the information or explanation presented.	Writes informative/explanatory texts to thoroughly examine a topic and convey complex ideas and information clearly with above grade level text : a. clearly and effectively introduces the topic, provides a specific observation and clear focus, and groups related information logically. b. fully develops the topic with relevant facts, definitions, concrete details, quotations. c. smoothly links supported ideas within and across categories of information using purposeful transitional phrases and clauses. d. uses precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic. e. provides a relevant and effective concluding statement related to the information or explanation presented	Writes informative/explanatory texts to thoroughly examine a topic and convey complex ideas and information clearly with above grade level text a. clearly and effectively introduces the topic, provides a specific observation and clear focus, and groups related information logically b. fully develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. smoothly links supported ideas within and across categories of information using purposeful transitional phrases and clauses. d. uses precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic. e. provides a relevant and effective concluding statement related to the information or explanation presented
3 Proficient	Writes moderately organized informative/explanatory texts to discuss a topic and convey ideas and information: a. introduces the topic and groups related information logically; includes formatting, illustrations, and multimedia.	Writes moderately organized informative/explanatory texts to discuss a topic and convey ideas and information: a. introduces the topic and groups related information logically; includes formatting, illustrations, and multimedia.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly with grade level text . a. introduces a topic clearly, provides a general observation and focus, and groups related information logically; includes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly with grade level text. a. introduces a topic clearly, provides a general observation and focus, and groups related information logically; includes

	<p>b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. links ideas within categories of information using simple transitional words or phrases.</p> <p>d. uses domain-specific vocabulary in an attempt to explain the topic. e. provides a concluding statement.</p>	<p>b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. links ideas within categories of information using simple transitional words or phrases.</p> <p>d. uses domain-specific vocabulary in an attempt to explain the topic.</p> <p>e. provides a concluding statement.</p>	<p>formatting , illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. links ideas within and across categories of information using words, phrases, and clauses.</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. provides a concluding statement or section related to the information or explanation presented.</p>	<p>formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. links ideas within and across categories of information using words, phrases, and clauses</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. provides a concluding statement or section related to the information or explanation presented.</p>
<p>2</p> <p>Partially Proficient</p>	<p>Writes informative/explanatory texts to discuss a topic:</p> <p>a. states the topic and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia.</p> <p>b. provides irrelevant or unreliable facts, definitions, details, quotations, or other information and examples.</p> <p>c. ideas are not clearly or effectively linked.</p> <p>d. uses simple vocabulary when explaining the topic.</p> <p>e. provides an incomplete concluding statement.</p>	<p>Writes informative/explanatory texts to discuss a topic:</p> <p>a. states the topic and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia.</p> <p>b. provides irrelevant or unreliable facts, definitions, details, quotations, or other information and examples.</p> <p>c. ideas are not clearly or effectively linked.</p> <p>d. uses simple vocabulary when explaining the topic. e. provides an incomplete concluding statement.</p>	<p>Writes informative/explanatory texts to discuss a topic.</p> <p>a. introduces the topic and groups related information together, includes illustrations when useful.</p> <p>b. supports the topic with facts, definitions, and concrete details.</p> <p>c. links ideas within categories of information using simple transitional words or phrases.</p> <p>d. uses simple vocabulary when explaining the topic.</p> <p>e. provides a concluding statement.</p>	<p>Writes informative/explanatory texts to discuss a topic.</p> <p>a. introduces the topic and groups related information together, includes illustrations when useful.</p> <p>b. supports the topic with facts, definitions, and concrete details.</p> <p>c. links ideas within categories of information using simple transitional words or phrases.</p> <p>d. uses simple vocabulary when explaining the topic.</p> <p>e. provides a concluding statement.</p>
<p>1</p> <p>Minimally Proficient</p>	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a</p>	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a</p>	<p>Write informative/explanatory texts to discuss a topic: a. states the topic and groups information in an illogical or unrelated manner;</p>	<p>Write informative/explanatory texts to discuss a topic:</p> <p>a. state the topic and groups information in an illogical or</p>

	concluding statement or section.	concluding statement or section.	includes irrelevant or distracting formatting. b. ideas are not clearly or effectively linked. c. provides an incomplete concluding statement.	unrelated manner; includes irrelevant or distracting formatting. b. ideas are not clearly or effectively linked. c. provides an incomplete concluding statement.
<p>Administer a beginning of year prompt writing assessment. Identify areas of strengths and weaknesses in student writing. Use HMH Writing lessons to provide instruction in areas that students need to develop. Model writing for students using think alouds and student feedback. Expose students to vocabulary and questioning strategies that they can incorporate into their writing throughout the year and subjects. Use rubrics throughout the year to promote discussion, constructive feedback that will drive instruction and develop end of year mastery.</p> <p>Assessment: Beginning of year writing assessment, HMH end of module performance tasks and HMH Module 3, 8 Writing Workshop, and expect structure in journal writing, quick-writes, one-pagers, short response answers, etc. HMH Priority Standards Pathways - Located in 4th Grade SharePoint Report Card Folder</p> <p>AASA informative rubric</p>				

Language Standards				
4.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses punctuation to separate items in a series.</p> <p>b. uses a comma to separate an introductory element from the rest of the sentence.</p> <p>c. uses a comma to set off the words yes and no to set off a tag question from the rest of the sentence, and to indicate direct address.</p> <p>d. uses underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. spells grade-appropriate words correctly, consulting references as needed.</p>	<p>Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses punctuation to separate items in a series.</p> <p>b. uses a comma to separate an introductory element from the rest of the sentence.</p> <p>c. uses a comma to set off the words yes and no , to set off a tag question from the rest of the sentence and to indicate direct address.</p> <p>d. uses underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. spells grade-appropriate words correctly, consulting references as needed.</p>
3 Proficient	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>

<p>2 Partially Proficient</p>	<p>Responses demonstrate a partial command of basic conventions. The response may include various errors in usage and inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</p>	<p>Responses demonstrate a partial command of basic conventions. The response may include the following: various errors in usage and inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</p>	<p>Demonstrate inconsistent command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Demonstrate inconsistent command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives e. Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>1 Minimally Proficient</p>	<p>The response demonstrates a partial command of basic conventions. The response may include many errors in usage and little to no use of correct punctuation, capitalization, sentence formation, and spelling</p>	<p>The response demonstrates a partial command of basic conventions. The response may include many errors in usage and little to no use of correct punctuation, capitalization, sentence formation, and spelling</p>	<p>The response demonstrates a partial command of basic conventions. The response may include the following: Multiple errors in usage, inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</p>	<p>The response demonstrates a partial command of basic conventions. The response may include the following: Multiple errors in usage, inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</p>
<p>Assessment: Proper use of conventions must be an expectation set and reviewed throughout the year. Students must be held accountable. This can be done with peer editing or requiring students to “COPS” their work before turning in assignments - Check for proper Capitalization, Organization, Punctuation and Spelling).</p>				

Proficiency Scale Key

HP - Highly Proficient (self-directed and advanced)

P - Proficient (mastery of standard)

PP - Partially Proficient (working towards grade level with support)

MP - Minimally Proficient (needs guidance and support)