

4.RV.2.1 Context Clues

4	I can go beyond what is expected. Example: I will make a new sentence, using the unknown word, showing that I understand the meaning of the new word.
3	I can use context clues strategies to understand the meaning of the unknown words.
2	I can correctly recognize the best meaning of the unknown word using context clues, when given choices. I understand the words synonym, antonym, multiple-meaning, restate, definition , and inference.
1	I can do this with help.

4.RV.2.4- Greek and Latin Roots

4	I can go above and beyond what is expected. Example: I can use the meaning of Greek and Latin roots from 5th grade lists to determine the meaning of unknown words.
3	I can use the meaning of Greek and Latin roots to determine the meaning of unknown words. Greek/Latin roots will include: -ang, -bio, -cycl, -geo, -graph, -loc, -meter, -min, -phon, -pop, -therm, -vid/-vis
2	I can match greek/latin roots to the meaning when given a word bank or choices. I understand the words greek root, latin root, definition.
1	I can do this with help.

4.RF.5 Oral Reading Fluency

4	I can go above and beyond what is expected. Example: I can read 130 words per minute or higher with 99% accuracy. I will demonstrate level 4 on expression/volume, phrasing, smoothness and pace.
3	I can read 115 words per minute or higher with 98% accuracy. I will demonstrate level 3/4 on expression/volume, phrasing, smoothness and pace.
2	I can read 100 words per minute or higher with 97% accuracy. I will demonstrate level 2 on expression/volume, phrasing, smoothness and pace. I understand the words volume, rate, pace, expression, smoothness and accuracy.
1	• I can do this with help. I can read 95 or less words per minute with 97% accuracy.

4.RN.3.2- Summarizing Non-Fiction Text

4	I can go beyond what is expected. Example: I can determine 2 or more main ideas of a text and explain how they are supported by key details while summarizing a 940-1010 lexile level text.
3	I can write a summary of a multi-paragraph text including a main idea, supported by key details, using a 800-940 lexile level text.
2	I can identify the main idea when given key details. I understand the words main idea, summarizing and supporting details.
1	I can do this with help.

4.RN.3.2- Text Structure

4	I can go above and beyond what is expected. Example: I can compare and contrast the text structure in two or more texts. I can also compare and contrast the text structure in one text that contains multiple text structures.
3	I can identify the text structure used, and give evidence from the text to support it, using a 800-940 lexile level text. Text structures may include: compare/contrast, problem/solution, cause/effect, chronological/sequence, and description.
2	I can identify the text structure when given choices. I understand the words: compare/contrast, problem/solution, cause/effect, chronological/sequence, description, and organized.
1	I can do this with help.

4.RL.2.1 and 4.RN.2.1 - Making Inferences

4	I can go above and beyond what is expected. Example: I can quote accurately from a text, when explaining what a text says explicitly, and when drawing inferences from the text. I can do this using a 940-1010 lexile level text.
3	I can use explicit information to make inferences from a fictional and nonfictional, 800-940 lexile leveled text.
2	I can make an inference when provided evidence from the text. I understand the words: explicit, implicit, inference, and evidence.
1	I can do this with help.

4.W.1- Reading Response and Analysis	
4	I can go above and beyond what is expected. Example: I can respond in writing to more than one grade level fiction or nonfiction text, by drawing conclusions or making comparisons.
3	I can respond to an extended response question, in writing to a fiction or nonfiction text with an 800-940 lexile level text.
2	I can use a graphic organizer to support my conclusion. I understand the words: analysis, respond, evidence, response, supporting details, literature and restate.
1	I can do this with help.

4.RL.2.3- Character/Plot

4	I can go above and beyond what is expected. Example: I can describe, in paragraph form, two or more characters, setting, or events in a story or play. I can use specific details in the text to describe how they impact the plot, using lexile 940-1010 text.
3	I can describe how a character's thoughts, words or actions impact specific events in the plot of the story, using a lexile 800-940 text.
2	I can locate multiple events in the story that support a character trait given by the teacher. I understand the words: plot, structure, rising action, resolution, conflict, turning point, climax, characters, plot, character trait, supporting evidence, literature, and impact.
1	I can do this with help.

4.RL.2.2 Identifying Theme

4	I can go above and beyond what is expected. I can identify multiple themes in a story, and provide clear evidence to support those themes.
3	I can identify the theme and provide evidence in a story, myth, legend, or novel with a lexile level of 800-940.
2	I can identify the theme when provided multiple choice options. I understand the words: passage, novel, theme, supporting evidence, myth, legend, folktale, fable and text.
1	I can do this with help.

4.W.5 Research Process

4	I can go above and beyond what is expected. Example: I can start an independent research project using multiple sources to share information about the subject.
3	I can conduct short research on a topic, by summarizing and organizing information. I can present my research using a variety of formats. Examples may include: essays, powerpoints, prezis, brochures or wax museum.
2	I can conduct short research with the assistance of my teacher. I understand the words: topic, subject, digital source, source, reliability, summarize, and organization.
1	I can do this with help.

**4.W.3 and 4 Writing Across Genres:
Persuasive, Informative and Narrative**

4	I can go above and beyond what is expected. Example: I can generate a multi-paragraph essay with a clear introduction, multi-paragraph body, and conclusion.
3	I can write a persuasive, informative or narrative piece on a topic.
2	I can write an outline for a persuasive, informative or narrative piece on a topic. I understand the words: introduction, conclusion, informational writing, main idea, topic, paragraph, persuasive, and narrative.
1	I can do this with help.