

## Grade 4 Reading Proficiency Scales

I can read on level text with comprehension and fluency.

Reporting Category: RD 4.1.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking by performing and interpreting text through oral presentation.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. <b>I can</b> read on-level text with purpose and understanding.</p> <p>B. <b>I can</b> read on-level text with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. <b>I can</b> use strategies to figure out unknown words.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>prediction, connection, background knowledge, visualize</i></p> <p>A. I can perform basic processes such as:  <ul style="list-style-type: none"> <li>- Predict what text may be about before reading.</li> <li>- Activate prior knowledge by agreeing or disagreeing with others' predictions before reading text.</li> <li>- Ask and answer questions in relation to a text.</li> <li>- Use metacognition strategies (visualizing, making connections, predicting etc....) to guide thinking for comprehension.</li> </ul> </p> <p>B. I can recognize or recall academic vocabulary including: <i>fluency, expression, repeated reading, rate</i></p> <p>B. I can perform basic processes such as:  <ul style="list-style-type: none"> <li>- Decode grade-level multisyllabic words with automaticity.</li> <li>- Recognize grade-level sight words accurately and automatically.</li> <li>- Demonstrate expression while reading.</li> <li>- Demonstrate appropriate pacing while reading.</li> <li>- Practice fluency through repeated reading.</li> </ul> </p> <p>C. I can recognize or recall academic vocabulary including: <i>context, self-correct, meaning, decoding, prefix, suffix, root</i></p> <p>C. I can perform basic processes such as:  <ul style="list-style-type: none"> <li>- Use context (e.g., definition, synonym, antonym, example) to read and understand unfamiliar words.</li> <li>- Determine an effective grade-level strategy to use to decode unfamiliar words.</li> <li>- Use a strategy to determine meaning of a word (e.g., determine meanings of root and affixes, put the meanings of the word parts together to determine meaning of the word, reread sentence to check if the meaning makes sense)</li> <li>- Use context to confirm pronunciation (e.g., present--a gift; present--to introduce) and meaning.</li> </ul> </p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 Reading Proficiency Scales

I can determine and clarify the meaning of words.

Reporting Category: RD 4.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. <b>I can</b> determine the meaning of general academic and domain-specific words and phrases used in a text.</p> <p>B. <b>I can</b> use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).</p> <p>C. <b>I can</b> use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph).</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>multiple meaning, domain-specific</i></p> <p>A. I can perform basic processes such as: - Figure out the meaning of content vocabulary based on the text. - Underline and/or highlight clues that help determine word meaning.</p> <p>B. I can recognize or recall academic vocabulary including: <i>context, definition</i></p> <p>B. I can perform basic processes such as: - Figure out the meaning of any unknown words using the text. - Underline and/or highlight clues that help determine word meaning.</p> <p>C. I can recognize or recall academic vocabulary including: <i>prefixes, suffixes, affixes</i></p> <p>C. I can perform basic processes such as: - Demonstrate an understanding of what a root is and that many words are made up of roots (e.g., tract:pull, rupt:break, act: do). - Know meanings of common, grade appropriate roots (e.g., astro:star, aud:hear, dict: say, tell). - Know meanings of common, grade appropriate prefixes (un, dis, re, pre). - Know meanings of common, grade appropriate suffixes (-able, -ful, -ness, -er, -or). - Know the difference between suffixes that change word meaning and word endings that change tense.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 Reading Proficiency Scales

I can show I can understand figurative language.

Reporting Category: RD 4.1.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. <b>I can</b> explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. <b>I can</b> recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. <b>I can</b> demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>similes, metaphors</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Explain the meaning of simple similes and metaphors in context.</li> <li>- Identify sensory verbs (such as feel, hear, see, touch) in a text</li> <li>- Identify when the words like or as are used to compare two unlike ideas.</li> <li>- Describe the literal meaning of the two words being compared in a simile or metaphor.</li> <li>- Describe the figurative meaning of a metaphor or simile.</li> </ul> <p>B. I can recognize or recall academic vocabulary including: <i>idioms, adages, proverbs</i></p> <p>B. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>- Describe the difference between figurative and literal language.</li> <li>- State that idioms, adages, and proverbs often do not literally mean what they say.</li> <li>- Identify idioms, adages, and proverbs in context.</li> <li>- Describe the literal meaning of words in an idiom, adage, or proverb.</li> <li>- Describe the figurative meaning of an idiom, adage, or proverb.</li> <li>- Describe the context in which an idiom, adage, or proverb is being used.</li> </ul> <p>C. I can recognize or recall academic vocabulary including: <i>synonyms, antonyms, opposite, similar, identical meaning</i></p> <p>C. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of words.</li> <li>- Identify synonym or comparison clues to the meaning of a word or phrase in context.</li> <li>- Identify antonym or contrast clues to the meaning of a word or phrase in context.</li> <li>- Identify examples or description of an unknown word or phrase in context.</li> <li>- Identify definitions of a word or phrase in context.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 Reading Proficiency Scales

I can explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the informational text.

Reporting Category: RD 4.2.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. <b>I can</b> 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.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>events, procedures, ideas, steps, concepts, historical, scientific, technical, cause/effect, relationships</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Describe what happened in a text.</li> <li>- Describe why something happened in a text.</li> <li>- Explain the relationship between causes and effects.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 Reading Proficiency Scales

I can integrate information on a single topic from two informational texts.

Reporting Category: RD 4.2.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. <b>I can</b> integrate information from two texts on the same topic in order to demonstrate subject knowledge.</p> <p>B. <b>I can</b> compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>integrate, similarities, differences, topic, demonstrate, compare, contrast, evidence, subject, accounts</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Identify common topics in two texts.</li> <li>- Describe similarities in the information from two texts.</li> <li>- Describe differences in the information from two texts.</li> <li>- Identify text evidence from two texts to answer a question about the topic.</li> <li>- Explain the main idea and details of a topic from one text.</li> </ul> <p>B. I can recognize or recall academic vocabulary including: <i>first hand, second hand, account, focus, experiences, topic</i></p> <p>B. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Describe the characteristics of firsthand and secondhand accounts.</li> <li>- Compare the qualities of firsthand and secondhand accounts of a topic or event.</li> <li>- Identify a source as either a primary or secondary source.</li> <li>- Describe the author's or speaker's relationship to an event or topic in a text.</li> <li>- Highlight words or phrases that show how a speaker feels about an event or topic.</li> <li>- Compare and contrast two accounts on one topic or even using a graphic organizer.</li> <li>- Explain the difference in focus between firsthand and secondhand accounts.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 Reading Proficiency Scales

I can understand the main point of an informational text with supporting details.

Reporting Category: RD 4.2.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. <b>I can</b> determine the main idea of a text and explain how it is supported by key details.</p> <p>B. <b>I can</b> summarize the informational text.</p> <p>C. <b>I can</b> explain how an author uses reasons and evidence to support particular points in a text.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>main idea, details, support</i></p> <p>A. I can perform basic processes such as:                      - Determine the main idea of the informational text.                      - Provide details that are related to the main idea.                      - Distinguish between important and unimportant information</p> <p>B. I can recognize or recall academic vocabulary including: <i>summarize, informational text</i></p> <p>B. I can perform basic processes such as:                      - Provide a partial summarization of important information from the text.                      - Use main idea and details to write a summary of the text.</p> <p>C. I can recognize or recall academic vocabulary including: <i>reasons, evidence, claim, support, fact, opinion, perspective</i></p> <p>C. I can perform basic processes such as:                      - Identify the author's main point(s).                      - Locate evidence that the author uses to prove his/her point.                      - Recognize when the author give facts versus his/her opinion.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 Reading Proficiency Scales

I can refer to details and examples from text to support what the text says explicitly and make inferences in literature and informational texts.

Reporting Category: RD 4.2.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. <b>I can</b> refer to details and examples in a text, when explaining what the text says explicitly and when drawing inferences from the text.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including:  <i>inference, cite, examples, conclusion, drama, poetry, explicit, implicit, refer, details, prove, background knowledge, schema, literature</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Describe an inference from a text.</li> <li>- Identify text that proves an inference.</li> <li>- Explain what it means to infer.</li> <li>- Categorize examples and non-examples of text evidence to support an inference.</li> <li>- Make connections to a text using background knowledge and schema.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 Reading Proficiency Scales

I can use the author's text organization to interpret information in informational text.

Reporting Category: RD 4.2.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. <b>I can</b> 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.</p> <p>B. <b>I can</b> interpret information presented visually, orally, or quantitatively (e.g., text features, in charts, graphs, diagrams, time lines) and explain how the information contributes to an understanding of the text in which it appears.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>chronology, sequencing, comparison, cause/effect, problem/solution, text structure, relationships</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Describe characteristics of various text structures, such as description, sequence, causation, problem/solution, and comparison.</li> <li>- List and identify words or phrases that indicate a description relationship, such as for example and for instance.</li> <li>- List and identify words or phrases that indicate a sequence relationship, such as first, last, and next.</li> <li>- List and identify words or phrases that indicate a cause and effect relationship, such as because, cause, and due to.</li> <li>- List and identify words or phrases that indicate a problem/solution relationship, such as resolve, problem, and dilemma.</li> <li>- List and identify words or phrases that indicate a compare/contrast relationship, such as unlike, similarly, and in contrast.</li> <li>- Describe two important concepts, people, or events in a text.</li> <li>- Use text structure graphic organizers to organize information from the text.</li> </ul> <p>B. I can recognize or recall academic vocabulary including: <i>headings, graphics, charts, timelines, diagrams, captions, illustrations, photographs, text features</i></p> <p>B. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Identify text features in an informational text (heading, caption, sidebar, photographs ....).</li> <li>- Identify why each text feature is important.</li> <li>- Describe what information a text feature provides.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.



## Grade 4 Reading Proficiency Scales

I can compare similar themes, topics, and patterns of events in literature.

Reporting Category: RD 4.3.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. <b>I can</b> 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.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including:  <i>theme, message, moral, lesson, personal, global, opposition, good, evil, pattern of events, quest, hero, myth, traditional literature, culture, narrative elements</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Describe the theme or topic in two similar and separate texts.</li> <li>- Describe the opposition of good versus evil in two similar and separate texts.</li> <li>- Describe the pattern of events in two similar and separate texts.</li> <li>- Describe the quests in two similar and separate texts.</li> <li>- Combine descriptions from two similar and separate texts to describe similarities and differences.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 Reading Proficiency Scales

I can compare and contrast a topic told from different points of view in literature.

Reporting Category: RD 4.3.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. <b>I can</b> compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>first person, third person, pronouns, narrator, point of view, compare, contrast, character, perspective, tone, mood</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Describe the difference between a narrator or a character sharing a story.</li> <li>- Describe the difference between first-person and third-person point of view.</li> <li>- Explain which pronouns are commonly used with first- and third-person points of view.</li> <li>- Circle pronouns in a text.</li> <li>- Identify if first-person or third-person is used in two texts.</li> <li>- Identify pronouns to prove point of view in two texts.</li> <li>- Identify who is using the pronouns in two texts.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 Reading Proficiency Scales

I can determine the theme and summarize the text in literature.

Reporting Category: RD 4.3.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. <b>I can</b> determine a theme of a story, drama, or poem from details in the text. B. <b>I can</b> summarize the (literature) text.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: <i>theme, message, moral, lesson, personal, global</i>  A. I can perform basic processes such as: - Know that a theme is a message or lesson conveyed by a text. - State that a theme can apply personally to a character, but also globally to real life. - Describe how a character reacts to a problem or conflict. - Explain how a character changes over the course of a text. - Describe a theme that appears throughout a text. - Identify text that supports a theme.  B. I can recognize or recall academic vocabulary including: <i>summarize, literature text, plot, problem, solution, sequence of events, character, setting, resolution</i>  B. I can perform basic processes such as: - Identify the SWBST of a story (character, goals, problems, events, solution, resolution). - Identify the main event(s) in the beginning, middle, and end of a story.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 Reading Proficiency Scales

I can describe in depth narrative elements in literature.

Reporting Category: RD4.3.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. <b>I can</b> describe the depth the character in a story, drama, or poem, drawing on specific text details in the text (e.g., a character's thoughts, words, or actions).</p> <p>B. <b>I can</b> describe in depth the setting in a story, drama, or poem, drawing on specific text details in the text.</p> <p>C. <b>I can</b> describe in depth an event in a story, drama, or poem, drawing on specific text details in the text.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>character, character traits, describe, literature, drama, poem, text evidence, feelings, actions, thoughts, dialogue, physical traits, characteristics, personality</i></p> <p>A. I can perform basic processes such as:  <ul style="list-style-type: none"> <li>- Identify main characters in a text.</li> <li>- Identify and describe the thoughts, words, and actions of main characters.</li> <li>- Identify and describe character traits.</li> <li>- Identify text that shows a character trait.</li> </ul> </p> <p>B. I can recognize or recall academic vocabulary including: <i>setting, location, time, past, present, future, timeline</i></p> <p>B. I can perform basic processes such as:  <ul style="list-style-type: none"> <li>- Create a timeline of events in a text.</li> <li>- Identify where a text takes place (location, landmarks, etc.).</li> <li>- Identify when in time a text takes place (year, past, present, future, season, etc.).</li> <li>- Locate text that identifies the setting.</li> </ul> </p> <p>C. I can recognize or recall academic vocabulary including: <i>plot, climax, problem, solution, rising action, falling action, resolution, conclusion, conflict, sequence of events, resolve</i></p> <p>C. I can perform basic processes such as:  <ul style="list-style-type: none"> <li>- Identify the main conflict or problem in a story.</li> <li>- Identify events that cause the conflict or problem in a story.</li> <li>- Describe the sequence of events in a story.</li> <li>- Identify how the conflict is resolved and/or how the problem is solved.</li> </ul> </p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 Reading Proficiency Scales

I can draw evidence from literature or informational texts to support analysis, reflection, or inferencing to support my written analysis in a text-dependent analysis (TDA).

Reporting Category: RD 4.4.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p><b>A. I can</b> introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.</p> <p><b>B. I can</b> develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</p> <p><b>C. I can</b> link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>D. I can</b> use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p><b>E. I can</b> provide a concluding statement or section related to the analysis presented.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p><b>A. I can</b> recognize or recall academic vocabulary including: <i>topic, introduction, organize, audience, purpose, task</i></p> <p><b>A. I can</b> perform basic processes such as:  <ul style="list-style-type: none"> <li>- Write an introduction sentence using words and phrases from the prompt.</li> <li>- Write a statement sentence that explains and describes my purpose.</li> <li>- Group thoughts in a logical and organized way.</li> <li>- Apply "RACES" or a graphic organizer strategy.</li> <li>- Answer the prompt and stays on topic.</li> </ul> </p> <p><b>B. I can</b> recognize or recall academic vocabulary including: <i>analysis, analyze, text evidence, claim, opinion, ideas, support, prove, explain, inferences, implicit, explicit, paraphrase, summarize, quote</i></p> <p><b>B. I can</b> perform basic processes such as:  <ul style="list-style-type: none"> <li>- Give an answer or claim that matches the prompt.</li> <li>- Provide evidence to support the answer or claim.</li> <li>- Explain my thinking and how the evidence supports the answer.</li> <li>- Use paraphrasing or quotes and precise details for evidence.</li> </ul> </p> <p><b>C. I can</b> recognize or recall academic vocabulary including: <i>transitions, phrases</i></p> <p><b>C. I can</b> perform basic processes such as:  <ul style="list-style-type: none"> <li>- Use transitions and organizational phrases with introduction.</li> <li>- Use transitions and organizational phrases to signify answers (such as first, next, also).</li> <li>- Use transitions and organizational phrases to give evidence (such as in the text, the text says).</li> <li>- Use transitions and organizational phrases in the conclusion.</li> </ul> </p> <p><b>D. I can</b> recognize or recall academic vocabulary including: <i>precise, specific, terminology, vocabulary, describe</i></p> <p><b>D. I can</b> perform basic processes such as:  <ul style="list-style-type: none"> <li>- Use academic and domain-specific vocabulary, and vocabulary that is specific to the content of the prompt.</li> </ul> </p> <p><b>E. I can</b> recognize or recall academic vocabulary including: <i>restate, conclusion, summarize, statement</i></p> <p><b>E. I can</b> perform basic processes such as:  <ul style="list-style-type: none"> <li>- Write a wrap-up sentence or sentences restating the answer(s) and topic.</li> </ul> </p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.