

Observable Behaviors of 4th Grade ELA Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)	Exceptional (4)
	Unable to perform the skill even with support.	Partially, inconsistently or with support is able to perform the skill.	Independently able to perform the skill.	In addition to being proficient, student also independently uses complex thinking that extends an in-depth understanding, analysis and application of the skill.
Reads and Comprehends Grade Level Text				
Read and understands grade level texts RL 4.10	<p>Behavior: Student struggles to identify or understand basic elements of the text, even with support. Student's instructional text level range is in the warning stage based on district guidelines.</p> <p>Example: The student has difficulty identifying the main idea of a text, and requires continuous prompts and guidance to stay focused on the text. They may not be able to answer comprehension questions without substantial help.</p>	<p>Behavior: Student can understand some parts of the text with occasional support, but comprehension is inconsistent or incomplete. Student's instructional text level range is below grade level expectations based on district guidelines.</p> <p>Example: The student is able to identify the main idea with some assistance but struggles to recall supporting details. They can answer simple questions, but may miss more complex or subtle aspects of the text, like character motivation or theme.</p>	<p>Behavior: Student independently reads and understands the text, demonstrating a clear comprehension of the key elements. Student's instructional text level range meets grade level based on district guidelines.</p> <p>Example: The student can summarize the main ideas and identify key details independently. They can discuss the plot, characters, and setting of a story, and answer comprehension questions with accuracy and clarity.</p>	<p>Behavior: Student demonstrates a deep understanding of the text, using critical thinking to analyze and make connections. Student's instructional text level range exceeds grade level expectations based on district guidelines.</p> <p>Example: The student identifies the main idea and supporting details, while also linking the text to other texts or real-world situations. They analyze characters' motivations or themes with nuance, offering insightful interpretations.</p>
Read with fluency on grade level texts RF 4.4	<p>Behavior: Student struggles to read grade-level texts fluently, requiring frequent support for word recognition, phrasing, and expression.</p> <p>Example: The student reads slowly and hesitantly, often pausing to sound out words. They require consistent prompting and assistance to read smoothly and may not consistently use appropriate phrasing or expression during reading.</p>	<p>Behavior: Student can read grade-level texts with some fluency, but occasional errors in word recognition, phrasing, or expression disrupt the flow of reading.</p> <p>Example: The student reads with some hesitation or makes occasional mispronunciations, but can still complete the text. They may struggle with reading smoothly and with expression, sometimes pausing for longer periods or reading word-by-word.</p>	<p>Behavior: Student independently reads grade-level texts with fluency, demonstrating appropriate phrasing, expression, and pace.</p> <p>Example: The student reads aloud with appropriate speed and accuracy, using correct phrasing and expression that matches the text. They make very few errors and can maintain a steady pace, demonstrating confidence and fluency in their reading.</p>	<p>Behavior: Student reads grade-level texts with fluency and demonstrates a sophisticated understanding of tone, expression, and pacing, enhancing the meaning of the text.</p> <p>Example: The student reads with expression that reflects a deep understanding of the text's tone, mood, and meaning. They can adjust their pace and emphasis for dramatic effect, engaging listeners and adding depth to the text's presentation.</p>
Reads with accuracy on grade level texts RF 4.3/4.4	<p>Behavior: Student struggles to read grade-level texts fluently, requiring frequent support for word recognition, phrasing, and expression.</p> <p>Example: The student reads slowly and hesitantly, often pausing to sound out words. They require consistent prompting and assistance to read smoothly and may not consistently use appropriate phrasing or expression during reading.</p>	<p>Behavior: Student can read grade-level texts with some fluency, but occasional errors in word recognition, phrasing, or expression disrupt the flow of reading.</p> <p>Example: The student reads with some hesitation or makes occasional mispronunciations, but can still complete the text. They may struggle with reading smoothly and with expression, sometimes pausing for longer periods or reading word-by-word.</p>	<p>Behavior: Student independently reads grade-level texts with fluency, demonstrating appropriate phrasing, expression, and pace.</p> <p>Example: The student reads aloud with appropriate speed and accuracy, using correct phrasing and expression that matches the text. They make very few errors and can maintain a steady pace, demonstrating confidence and fluency in their reading.</p>	<p>Behavior: Student reads grade-level texts with fluency and demonstrates a sophisticated understanding of tone, expression, and pacing, enhancing the meaning of the text.</p> <p>Example: The student reads with expression that reflects a deep understanding of the text's tone, mood, and meaning. They can adjust their pace and emphasis for dramatic effect, engaging listeners and adding depth to the text's presentation.</p>
Key Ideas and Details in Literature				

<p style="text-align: center;">At instructional level, summarize the text in a piece of literature 4.2 RL</p>	<p>Behavior: Student is unable to summarize the text, even with support, and may have difficulty identifying key ideas or events. Example: The student struggles to recall the main events of the story and may only provide random details with little connection to the overall plot. When asked to summarize, they provide incomplete or confused statements, requiring consistent support to stay on task.</p>	<p>Behavior: Student can summarize parts of the text with occasional support, but the summary may be incomplete or lack key details. Example: The student can identify the main idea and some important details of the text but may miss critical plot points or fail to organize the summary clearly. They may need prompts to include key events or to connect ideas logically in the summary.</p>	<p>Behavior: Student independently summarizes the text accurately, capturing the key events, characters, and main idea of the story. Example: The student provides a clear, concise summary of the text, highlighting the main events and characters, and identifying the central theme. Their summary is well-organized, coherent, and reflects a solid understanding of the text.</p>	<p>Behavior: Student provides an insightful and comprehensive summary that includes a deeper understanding of the text's themes, characters, and significant events, showing the ability to analyze the story. Example: The student offers a summary that not only includes the main plot points and characters but also explores the underlying themes or motivations behind actions. Their summary shows an ability to synthesize information, making connections to broader concepts or providing a deeper analysis of the text's meaning.</p>
<p style="text-align: center;">At instructional level, describe in depth a character, setting or event in a piece of literature, drawing on specific details in the text RL 4.3</p>	<p>Behavior: Student is unable to describe a character, setting, or event in depth, even with support, and struggles to use specific details from the text. Example: The student may provide vague or general descriptions, such as "The character is nice," without offering any details from the text to support their claim. They might require repeated guidance and prompting to identify details in the story.</p>	<p>Behavior: Student can describe a character, setting, or event with some support, but the description may lack depth or clarity, and may not consistently reference specific details from the text. Example: The student can describe a character's appearance or an event in the story but may not provide specific actions, feelings, or motivations that make the description more complete. They might mention basic details but need prompting to go deeper or to refer to the text for evidence.</p>	<p>Behavior: Student independently describes a character, setting, or event in depth, drawing on specific details from the text to support their description. Example: The student accurately and thoroughly describes a character's traits, a setting's characteristics, or an event's significance, using specific textual details. For example, they might describe how a character's actions reveal their personality, or explain how the setting influences the events, citing direct quotes from the text.</p>	<p>Behavior: Student provides a rich, insightful description of a character, setting, or event, using specific details from the text and making connections to the broader themes or deeper meanings. Example: The student not only describes a character, setting, or event in detail but also analyzes the significance of these elements, drawing connections to the overall theme of the story. For example, they might explain how the setting affects the character's behavior or connect a character's choices to the central message of the text, using multiple textual references to support their ideas.</p>
<p style="text-align: center;">At instructional level, compare and contrast the themes, author's message, settings, characters, and plots across multiple texts RL 4.9</p>	<p>Behavior: Student struggles to compare and contrast multiple texts, even with support, and may not recognize key similarities or differences. Example: The student has difficulty identifying any common themes, characters, or settings between two texts. When prompted to compare and contrast, they may provide vague or irrelevant information, such as stating, "Both stories are about people," without further elaboration or textual evidence.</p>	<p>Behavior: Student can compare and contrast some aspects of multiple texts with support, but their analysis is incomplete, and connections may be inconsistent or unclear. Example: The student can identify one or two similarities or differences between texts, such as comparing the settings or characters, but may struggle to explain the significance or provide specific examples. For instance, they might note that two characters are brave but fail to elaborate on how the authors present bravery in different ways.</p>	<p>Behavior: Student independently compares and contrasts themes, settings, characters, and plots across multiple texts, providing specific examples to support their analysis. Example: The student identifies similarities and differences between the texts, such as comparing the themes of friendship in two stories or contrasting the protagonists' motivations. They provide specific examples from each text to support their comparisons, such as noting how one author presents a character's conflict differently than another.</p>	<p>Behavior: Student demonstrates complex thinking by analyzing and synthesizing information from multiple texts, making deeper connections between themes, messages, characters, and plots across the texts. Example: The student not only compares and contrasts key elements across texts but also draws insightful connections about how the different settings, characters, or themes influence the author's message. For example, they might explore how two texts with similar themes approach conflict resolution in contrasting ways and discuss how these differences reflect each author's perspective or purpose.</p>
<p style="text-align: center;">Key Ideas and Details & Integration of Knowledge in Informational Text</p>				

<p>At instructional level, determine the main idea of a text and explain how it is supported by key details; summarize the text RI 4.2</p>	<p>Behavior: Student is unable to determine the main idea of a text or explain how key details support it, even with support. The summary may be incomplete or irrelevant. Example: The student may provide a vague or incorrect statement like “The article is about animals,” without identifying the specific main idea. They struggle to connect key details or events to the main idea, and their summary may include irrelevant information or omit important content.</p>	<p>Behavior: Student can identify the main idea with some support and attempt to explain how it is supported by key details, but the explanation may be unclear or incomplete. The summary may include some key points but lacks coherence or depth. Example: The student can state that the main idea is “How animals adapt to their environment,” but may only mention one or two supporting details without fully explaining how they connect to the main idea. The summary might include some important information but lacks clear organization or misses key details.</p>	<p>Behavior: Student independently determines the main idea of the text and explains how it is supported by key details, providing a clear and accurate summary of the text. Example: The student identifies the main idea, such as “Animals adapt to their environment in different ways,” and explains how details from the text, such as examples of different animals and their adaptations, support the main idea. They provide a clear, concise summary that captures the most important points.</p>	<p>Behavior: Student demonstrates a deep understanding of the main idea by explaining how it is supported by multiple key details and provides a comprehensive, insightful summary of the text. Example: The student identifies the main idea, such as “The ways animals adapt to their environment are crucial for their survival,” and provides a thorough explanation of how key details, such as specific examples and comparisons between species, support the main idea. The summary is well-organized, synthesizing information from different parts of the text, and may include thoughtful connections to other knowledge or texts.</p>
<p>At instructional level, integrates information from two texts on the same topic in order to write or speak about the subject RI 4.9</p>	<p>Behavior: Struggles to integrate information from two texts even with support. Provides fragmented or incorrect details and lacks clarity in understanding the topic. Example: After reading two texts on different animals, the student says, “Elephants are big. Some birds can fly,” with no connection between the two texts or their main ideas.</p>	<p>Behavior: Partially or inconsistently integrates information from two texts with support. Can mention some similarities or differences between texts but lacks full comprehension or clear connections. Example: The student writes, “Elephants are big. Birds can fly. Elephants live in Africa and Asia, but some birds live in forests,” making basic comparisons but not fully integrating ideas.</p>	<p>Behavior: Independently integrates information from two texts on the same topic. Presents clear comparisons, contrasts, or connections between the texts, and conveys a knowledgeable understanding of the subject. Example: After reading two texts on elephants and birds, the student writes, “Elephants and birds are both important to ecosystems, but they live in different environments. Elephants live in savannas and forests, while birds can be found in many types of habitats, including forests and wetlands. Both play key roles in maintaining balance in their habitats, with elephants spreading seeds and birds controlling insect populations.”</p>	<p>Behavior: In addition to demonstrating proficiency, the student independently makes complex connections between two texts, synthesizing information in a way that deepens their understanding of the topic. The student can analyze and explain the implications of the information gathered from both texts. Example: The student writes, “Elephants and birds both contribute to their ecosystems in essential ways, though their roles vary. Elephants help shape the landscape by uprooting trees and creating water holes, which benefits many species, while birds, through their migration patterns, help in seed dispersal and pollination. By understanding these contributions, we see how diverse species with seemingly different roles can work together to maintain ecological balance. Despite their differences in size and habitat, both animals are critical to sustaining life in their environments.”</p>

Foundational Skills

<p>Demonstrates and applies grade-level word study knowledge L 4.2</p>	<p>Behavior: Struggles to apply grade-level word study knowledge even with support. Frequently makes errors with spelling, word patterns, or phonics that hinder clarity and understanding. Example: The student writes, “I enjoy playing softball with my friends,” demonstrating confusion with vowel patterns and word structures, even when provided with assistance.</p>	<p>Behavior: Partially or inconsistently applies grade-level word study knowledge with support. Shows some understanding of common spelling patterns and word structures but still makes errors. Example: The student writes, “I like to read boks and go to the park,” demonstrating some success with word patterns but continues to make mistakes in spelling (“boks” instead of “books”).</p>	<p>Behavior: Independently demonstrates solid grade-level word study knowledge. Consistently applies correct spelling, word patterns, and phonics rules in daily work. Example: The student writes, “I like to read books and play sports,” with correct spelling and consistent use of grade-level word study patterns.</p>	<p>Behavior: In addition to demonstrating proficiency, the student independently extends their word study knowledge by applying complex patterns, using advanced vocabulary, and demonstrating a deep understanding of word structure and spelling rules. Example: The student writes, “The discovery of a new species of bird was an exciting event that sparked curiosity and exploration,” using advanced vocabulary and applying complex word study knowledge such as correct use of prefixes, suffixes, and multi-syllable words.</p>
<p>At their instructional level demonstrates and applies word study knowledge</p>	<p>Behavior: Unable to perform the skill even with support.</p>	<p>Behavior: Partially, inconsistently, or with support can perform the skill.</p>	<p>Behavior: Independently able to perform the skill.</p>	<p>Behavior: In addition to being proficient, the student also independently uses complex thinking that extends an in-depth understanding, analysis, and application of the skill.</p>

<p align="center">Integrates word study knowledge into daily work RF 4.3</p>	<p>Behavior: Struggles to apply word study knowledge even with support. Consistently makes errors in spelling, vocabulary usage, and word choice that hinder understanding. Example: The student writes, "I like to rede bocks and go to the park," with multiple errors that show a lack of understanding of phonics and word patterns despite assistance.</p>	<p>Behavior: Partially or inconsistently applies word study knowledge with support. Spelling and word usage show emerging understanding but still include noticeable errors. Example: The student writes, "I like to read bocks and play at the park," correcting some spelling but inconsistently applying learned patterns or strategies.</p>	<p>Behavior: Independently applies word study knowledge across daily work. Spelling, vocabulary, and word choice are appropriate and accurate for grade level. Example: The student writes, "I enjoy reading books and playing at the park," consistently using correct spelling and grade-level vocabulary without teacher guidance.</p>	<p>Behavior: In addition to demonstrating proficiency, the student independently uses advanced word study knowledge to enhance their work. They incorporate complex vocabulary and use word patterns creatively across subjects. Example: The student writes, "I thoroughly enjoy immersing myself in books filled with adventure and excitement, and I relish playing energetic games at the park," demonstrating precise word choice and applying advanced vocabulary effectively.</p>
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Writing- Text Types and Purposes

<p align="center">Writes a narrative with a beginning, middle, and end W 4.3ideas</p>	<p>Behavior: Struggles to write a narrative even with support. Writing lacks a clear sequence of events or structure (beginning, middle, and end). Example: The student writes, "I went to the park. It was fun. I like swings," without a clear storyline or progression of events.</p>	<p>Behavior: Partially or inconsistently writes a narrative with support. Includes some elements of a beginning, middle, and end, but the narrative may lack organization, development, or detail. Example: The student writes, "I went to the park with my friend. We played on the swings and then ran around. Then we went home," but the story lacks descriptive details or transitions between events.</p>	<p>Behavior: Independently writes a well-structured narrative with a clear beginning, middle, and end. Includes relevant details and logical event sequencing. Example: The student writes, "One sunny afternoon, my friend and I went to the park. First, we played on the swings, laughing as we tried to go higher than each other. Then, we ran to the sandbox and built a giant castle together. As the sun began to set, we packed up our toys and walked home, feeling happy about our fun day."</p>	<p>Behavior: In addition to demonstrating proficiency, the student independently uses advanced narrative techniques, such as dialogue, vivid descriptions, and complex sequencing. The story engages the reader and demonstrates creativity and depth. Example: The student writes, "The park was buzzing with excitement as my friend Mia and I raced toward the swings. 'Bet I can go higher than you!' I shouted, pumping my legs furiously. The cool breeze brushed against my face as I soared into the sky. Afterward, we decided to tackle the sandbox. 'Let's build a castle with a moat!' Mia suggested. We worked together until our masterpiece was complete, just as the sun dipped below the horizon, casting a golden glow over our creation. As we walked home, Mia said, 'That was the best park day ever,' and I couldn't agree more."</p>
<p align="center">Writes an informative explanatory text to examine a topic and convey ideas and information clearly W 4.2ideas</p>	<p>Behavior: Struggles to write an informative text even with support. Writing lacks focus, structure, and relevant details. Example: The student writes, "Dogs are pets. They are nice," without including additional details or organization related to the topic.</p>	<p>Behavior: Partially or inconsistently writes an informative text with support. Provides basic information but lacks depth, organization, or clarity. Example: The student writes, "Dogs are good pets. They like to play, and some can bark loud," but the text lacks clear organization or supporting details to fully examine the topic.</p>	<p>Behavior: Independently writes a well-structured informative text. Includes a clear introduction, relevant facts, examples, and a concluding statement. Example: The student writes, "Dogs are loyal and friendly pets. They can be trained to help people, such as guiding those who are blind or protecting homes. Dogs need exercise, like going on walks or playing fetch. Because of their helpful nature and companionship, dogs are one of the most popular pets."</p>	<p>Behavior: In addition to demonstrating proficiency, the student independently integrates advanced analysis, elaboration, and topic-specific vocabulary. Writing includes clear transitions, varied sentence structures, and detailed explanations. Example: The student writes, "Dogs are among the most beloved pets due to their intelligence, loyalty, and versatility. Not only can they provide companionship, but they also serve critical roles in society. For example, service dogs assist individuals with disabilities, while search-and-rescue dogs save lives during emergencies. To thrive, dogs require regular exercise, proper training, and a nutritious diet. Their unique ability to bond with humans makes them irreplaceable in both homes and communities, highlighting why they are often called 'man's best friend.'"</p>

<p>Writes an opinion piece that states an opinion, supplies reasons, and a sense of closure W 4.1ideas</p>	<p>Behavior: Struggles to write an opinion piece even with support. Writing lacks a clear opinion, reasoning, or closure. Example: The student writes, "Pizza is good. I like it," without further explanation or an attempt to conclude their thoughts.</p>	<p>Behavior: Partially or inconsistently writes an opinion piece with support. States an opinion but provides minimal reasoning or an incomplete sense of closure. Example: The student writes, "Pizza is my favorite food because it tastes good. Also, you can put toppings on it," but the piece lacks organization or a clear conclusion.</p>	<p>Behavior: Independently writes a well-structured opinion piece. Clearly states an opinion, provides multiple reasons to support it, and includes a sense of closure. Example: The student writes, "I believe pizza is the best food because it is delicious, easy to share, and comes in many flavors. For example, you can have pepperoni, cheese, or even veggie pizza. These options make it great for everyone. That is why I think pizza is the best choice for any meal."</p>	<p>Behavior: In addition to demonstrating proficiency, the student independently uses advanced reasoning and detailed examples. The piece shows clear organization, transitions, and a strong sense of voice or persuasion. Example: The student writes, "Pizza is, without a doubt, the best food because it combines variety, convenience, and universal appeal. Its versatility allows for endless topping combinations, from classic cheese to gourmet options like spinach and feta. Additionally, pizza is easy to share, making it perfect for family dinners and parties. With its ability to satisfy everyone's taste buds, pizza stands out as the ultimate crowd-pleaser. Therefore, it is clear that no other food can match pizza's greatness."</p>
<p>Writes content specific explanatory/informational pieces including narration of historical, events, scientific or mathematical concepts 4contentwrit</p>	<p>Behavior: Struggles to write an informational piece even with support. Content lacks structure, clarity, and focus on the topic. Example: The student writes a few unrelated sentences, such as "George Washington was important. He was the first president. Math is hard." without clear connection to the task or topic.</p>	<p>Behavior: Partially or inconsistently writes informational pieces with some support. Content shows basic structure but may lack clarity, depth, or focus. Example: The student writes, "George Washington was the first president. He helped in the Revolutionary War, but I don't know much more," but struggles to organize ideas or include supporting details without teacher guidance.</p>	<p>Behavior: Independently writes clear and focused informational pieces on specific topics. Content includes relevant facts, examples, and a logical structure with grade-appropriate transitions. Example: The student writes, "George Washington was the first president of the United States. He led the army during the Revolutionary War and helped create the Constitution. His leadership helped build our country," with clear organization and relevant details.</p>	<p>Behavior: In addition to demonstrating proficiency, the student independently incorporates advanced details, analysis, and connections in their writing. Content demonstrates deep understanding and may include cross-disciplinary insights. Example: The student writes, "George Washington, as the first president and commander of the Revolutionary Army, played a crucial role in shaping the United States. His leadership during the war and his role in drafting the Constitution demonstrated his commitment to democracy. His decisions continue to influence the principles of leadership and governance we study in both history and civics," showcasing depth, analysis, and effective use of content-specific vocabulary.</p>

Writing- Production and Distribution

<p>Demonstrates a command of the grade-level appropriate conventions of standard English grammar and usage L 4.1</p>	<p>Behavior: Struggles to apply basic conventions of grammar and usage, even with support. Writing contains frequent errors that hinder understanding. Example: The student writes sentences with unclear structure, such as "He go to park yesterday," and does not attempt corrections even when prompted.</p>	<p>Behavior: Partially or inconsistently applies grade-level grammar and usage conventions. Needs support to recognize and correct errors. Example: The student writes "She don't likes apples" but, with teacher assistance, revises it to "She doesn't like apples."</p>	<p>Behavior: Independently demonstrates a solid command of grade-level grammar and usage conventions in writing and speaking. Errors are minimal and do not interfere with clarity. Example: The student writes "My friends and I went to the park yesterday, and we played soccer," using correct verb tense and sentence structure.</p>	<p>Behavior: In addition to demonstrating proficiency, the student independently uses advanced grammar and varied sentence structures to enhance their writing and speaking. They identify and correct subtle errors and adapt usage for different contexts. Example: The student writes, "Although my friends and I were exhausted from playing soccer, we still had energy to laugh and share stories on the way home," effectively using complex sentences and precise grammar to convey their ideas.</p>
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<p>Develops writing by planning, revising, editing, and publishing W 4.5</p>	<p>Behavior: Struggles to develop writing skills, even with support. Has difficulty organizing ideas or following the steps of the writing process. Example: The student writes a brief, unorganized paragraph without brainstorming or revising, even when provided with graphic organizers and teacher guidance.</p>	<p>Behavior: Partially or inconsistently follows the writing process (planning, revising, editing, and publishing) with support. Writing shows some organization but lacks development or clarity. Example: The student creates a draft using a brainstorming organizer but skips revising or editing steps unless prompted. The final piece has a basic structure but contains significant errors in grammar and content.</p>	<p>Behavior: Independently applies the writing process, including planning, revising, editing, and publishing. Produces clear, organized, and grade-level appropriate writing. Example: The student plans their narrative using a graphic organizer, revises their draft to include more vivid details, edits for grammar and punctuation, and publishes a polished final piece with minimal teacher input.</p>	<p>Behavior: In addition to demonstrating proficiency, the student independently applies advanced writing techniques. They enhance their writing by demonstrating in-depth analysis, incorporating feedback, and creatively adapting their work for different audiences and purposes. Example: The student revises their essay to include a compelling introduction and conclusion, edits for tone and audience, incorporates peer feedback to refine ideas, and publishes a well-formatted final product using digital tools or visuals to enhance their message.</p>
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