

Grade 4

ELA

Item Specifications



Table of Contents

Introduction	3
Reading	6
4.R.1	6
4.R.2	19
4.R.3	27
4.R.4	37
Reading Foundations	41
4.RF.3	41
4.RF.4	43
Writing	44
4.W.1	44
4.W.2	56
4.W.3	75
Language	84
Speaking/Listening	102
4.SL.1	102
4.SL.2	105
4.SL.3	106
4.SL.4	108

Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grade 4 English Language Arts

Reading		4.R.1.A.a
1	Develop and apply skills to the reading process.	
A	Comprehension	
MLS	Develop and demonstrate reading skills in response to text by:	
a	drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will draw conclusions by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.		3
The student will infer by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.		<u>Item Format</u>
		Selected Response Technology Enhanced
		<u>Text Types</u>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Textual evidence should come from the stimulus. Prior knowledge should not be required.		

Grade 4 English Language Arts

Reading		4.R.1.A.b
1 A MLS b	Develop and apply skills to the reading process. Comprehension Develop and demonstrate reading skills in response to text by: drawing conclusions by providing textual evidence of what the text says explicitly	
<u>Expectation Unwrapped</u> The student will draw conclusions of what the text says explicitly. The student will provide evidence of what the text says explicitly.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> Prior knowledge should not be required.		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.1.A.c
1	Develop and apply skills to the reading process.	
A	Comprehension	
MLS	Develop and demonstrate reading skills in response to text by:	
C	monitoring comprehension and making corrections and adjustments when understanding breaks down	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will monitor comprehension of text.		2
The student will make corrections when understanding of text breaks down.		<u>Item Format</u>
The student will make adjustments when understanding of text breaks down.		Constructed Response Performance Event
		<u>Text Types</u>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed		

Grade 4 English Language Arts

Reading		4.R.1.B.a
1 B MLS a	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by:</p> <p>determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will determine the meaning of academic root words through context.</p> <p>The student will determine the meaning of prefixes through context.</p> <p>The student will determine the meaning of suffixes through context.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Stimulus materials may be needed for students to determine meaning (e.g., charts, tables).</p> <p>Example of this expectation: discuss the meaning of the common Greek root, <i>graph</i>, to help students understand the meaning of the words telegraph, photograph, autograph</p>		

Grade 4 English Language Arts

Reading		4.R.1.B.b
1 B MLS b	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will use the context of the sentence to determine the meaning of unfamiliar words.</p> <p>The student will use the context of the sentence to determine the meaning of multiple-meaning words.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Context of the sentence: e.g., in-sentence example or definition		

Grade 4 English Language Arts

Reading		4.R.1.B.c
1	Develop and apply skills to the reading process.	
B	Vocabulary	
MLS	Develop an understanding of vocabulary by:	
C	completing analogies	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will complete analogies to develop understanding of vocabulary in text.		2
		<u>Item Format</u>
		Selected Response Technology Enhanced
		<u>Text Types</u>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Analogies should be simple and based on general fourth-grade knowledge (e.g., boy:girl as male:____ or girl:woman as boy:_____).		

Grade 4 English Language Arts

Reading		4.R.1.B.d
1 B MLS d	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: identifying the meaning of common idioms and figurative language</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will identify the meaning of common idioms in text.</p> <p>The student will identify the meaning of figurative language in text.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Stimulus materials should provide ample context to assist in identifying the meaning of idioms and figurative language.</p>		

Grade 4 English Language Arts

Reading		4.R.1.B.e
1 B MLS e	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will use a dictionary or glossary to determine the meanings of unknown words in text.</p> <p>The student will use a dictionary or glossary to determine the syllabication of unknown words in text.</p> <p>The student will use a dictionary or glossary to determine the pronunciation of unknown words in text.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.1.B.f
1 B MLS f	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: using conversational, general academic, and domain-specific words and phrases</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will use conversational words and phrases to develop reading vocabulary.</p> <p>The student will use general academic words and phrases to develop reading vocabulary.</p> <p>The student will use domain-specific words and phrases to develop reading vocabulary.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Locally assessed</p> <p>Note: Perhaps this can be large-scale assessed by providing a passage and asking student to select appropriate wording to include within the passage.</p>		

Grade 4 English Language Arts

Reading		4.R.1.C.a
1 C MLS a	Develop and apply skills to the reading process. Making Connections Explain relevant connections between: text-to-text (ideas and information in various fiction and nonfiction works, using compare and contrast)	
<u>Expectation Unwrapped</u> The student will explain relevant text-to-text connections in various fiction and nonfiction works by comparing and contrasting ideas and information.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> Compare and contrast can be between fiction and nonfiction, fiction and fiction, or nonfiction and nonfiction. Students may be asked to compare or contrast independent of one another.		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.1.C.b
1 C MLS b	Develop and apply skills to the reading process. Making Connections Explain relevant connections between: text-to-world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will explain relevant text-to-world connections. The student will demonstrate awareness that literature reflects a cultural and historical time frame.		<u>Item Format</u> Selected response Technology Enhanced Constructed Response
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.1.D.a
1 D MLS a	Develop and apply skills to the reading process. Independent Text Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will independently read developmentally appropriate text for multiple purposes over a sustained period of time.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
		<u>Sample Stems</u>
<u>Content Limits/Assessment Boundaries</u>		

Grade 4 English Language Arts

Reading		4.R.1.D.b
1 D MLS b	Develop and apply skills to the reading process. Independent Text Read independently for multiple purposes over sustained periods of time by: producing evidence of reading	
<u>Expectation Unwrapped</u> The student will produce evidence of reading independently for multiple purposes over sustained periods of time.		<p style="text-align: center;"><u>DOK Ceiling</u> 3</p> <hr/> <p style="text-align: center;"><u>Item Format</u> Constructed Response</p> <hr/> <p style="text-align: center;"><u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<u>Content Limits/Assessment Boundaries</u> Locally assessed Evidence of reading: e.g., create a journal or reading log, participate in book talks		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.2.A.a
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
A	Fiction	
MLS	Read, infer, analyze, and draw conclusions to:	
a	summarize and sequence the events/plot, explain how past events impact future events, and identify the theme	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will summarize the events/plot by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will sequence the events/plot by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will explain how past events impact future events by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will identify the theme by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p>		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Instructional implication: Look to third- and fifth- grade standards for vertical information about theme.		

Grade 4 English Language Arts

Reading		4.R.2.A.b
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
A	Fiction	
MLS	Read, infer, analyze, and draw conclusions to:	
b	describe the personality traits of characters from their thoughts, words, and actions	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will describe the personality traits of characters from their thoughts by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will describe the personality traits of characters from their words by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will describe the personality traits of characters from their actions by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p>		3
		<u>Item Format</u>
		Selected Response Technology Enhanced
		<u>Text Types</u>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.2.A.c
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
A	Fiction	
MLS	Read, infer, analyze, and draw conclusions to:	
C	describe the interaction of characters, including relationships and how they change	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will describe the interaction of characters by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will describe the interaction of characters' relationships by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will describe how the relationships of characters' change by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p>		3
		<u>Item Format</u>
		Selected Response Technology Enhanced
		<u>Text Types</u>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.2.A.d
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
A	Fiction	
MLS	Read, infer, analyze, and draw conclusions to:	
d	compare and contrast the adventures or exploits of characters and their roles	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will compare the adventures or exploits of characters and their roles by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will contrast the adventures or exploits of characters and their roles by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p>		3
		<u>Item Format</u>
		Selected Response Technology Enhanced
		<u>Text Types</u>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Roles: e.g., hero/protagonist, villain/antagonist Students may be asked to compare or contrast, independent of one another or in conjunction with one another.		

Grade 4 English Language Arts

Reading		4.R.2.A.e
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
A	Fiction	
MLS	Read, infer, analyze, and draw conclusions to:	
e	compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will compare the point of view (perspective) from which stories are narrated by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will contrast the point of view (perspective) from which stories are narrated by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will explain whether the narrator or speaker of a story is first or third person by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p>		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Students may be asked to compare or contrast, independent of one another or in conjunction with one another.		

Grade 4 English Language Arts

Reading		4.R.2.B.a
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
B	Poetry	
MLS	Read, infer, and draw conclusions to:	
a	explain structural elements of poetry	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will explain structural elements of poetry from a variety of cultures and times by inferring and drawing conclusions.		2
		<u>Item Format</u>
		Selected Response Technology Enhanced
		<u>Text Types</u>
		Literary: poetry
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Reference structural elements of poetry in 2.B.a-b kindergarten through third-grade standards: e.g., rhyme, meter, stanzas, line breaks		

Grade 4 English Language Arts

Reading		4.R.2.C.a
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
C	Drama	
MLS	Read, infer, and draw conclusions to:	
a	analyze how characters change from the beginning to the end of a play or film	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will analyze how characters change from the beginning to the end of a play or film from a variety of cultures and times by inferring and drawing conclusions.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u>
		Literary: drama
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.2.C.b
2 C MLS b	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. Drama Read, infer, and draw conclusions to: explain structural elements of dramatic literature	
<u>Expectation Unwrapped</u> The student will explain structural elements of dramatic literature from a variety of cultures and times.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: drama
<u>Content Limits/Assessment Boundaries</u> Reference structural elements of dramatic literature in 2.C.a-b kindergarten through third-grade standards: e.g., act, scene, cast of characters, stage directions		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.3.A.a
3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
A	Text Features	
MLS	Read, infer, and draw conclusions to:	
a	use multiple text features to locate information and gain an overview of the contents of text	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will use multiple text features to locate information from a variety of cultures and times by inferring and drawing conclusions.		<u>Item Format</u> Selected Response Technology Enhanced
The student will use multiple text features to gain an overview of the contents of texts from a variety of cultures and times by inferring and drawing conclusions.		
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Text features: e.g., guide words, topic and concluding sentences		

Grade 4 English Language Arts

Reading		4.R.3.A.b
3 A MLS b	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>Read, infer, and draw conclusions to:</p> <p>describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will describe the sequence of events in nonfiction from a variety of cultures and times by inferring and drawing conclusions.</p> <p>The student will describe the ideas in nonfiction from a variety of cultures and times by inferring and drawing conclusions.</p> <p>The student will describe the concepts in nonfiction from a variety of cultures and times by inferring and drawing conclusions.</p> <p>The students will describe the steps needed to carry out a procedure by inferring and drawing conclusions.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>An item should be limited to the sequence of events or steps needed to carry out a procedure (e.g., following a recipe).</p> <p>Note: The above unwrapping denotes standard 4.R.3.A.b; however, it is noted this standard is typically measured in text structure instead of text feature.</p>		

Grade 4 English Language Arts

Reading		4.R.3.A.c
3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
A	Text Features	
MLS	Read, infer, and draw conclusions to:	
C	interpret and explain factual information presented graphically	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will interpret factual information presented graphically in nonfiction from a variety of cultures and times by inferring and drawing conclusions.</p> <p>The student will explain factual information presented graphically in nonfiction from a variety of cultures and times by inferring and drawing conclusions.</p>		3
		<u>Item Format</u>
		Selected Response Technology Enhanced
		<u>Text Types</u>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Factual information presented graphically: e.g., charts, diagrams, graphs, illustrations		

Grade 4 English Language Arts

Reading		4.R.3.B.a
3 B MLS a	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Literary Techniques</p> <p>Read, infer, and draw conclusions to:</p> <p>explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will explain similarities between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography in texts from a variety of cultures and times.</p> <p>The student will explain differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography in texts from a variety of cultures and times.</p>		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u>
<p>The two pieces assessed must be about the same person, event, or time period (e.g., Laura Ingalls Wilder, <i>On the Banks of Plum Creek</i>).</p>		<p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.3.B.b
3 B MLS b	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Literary Techniques</p> <p>Read, infer, and draw conclusions to: analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author’s purpose; and support the analysis</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will analyze persuasive texts from a variety of cultures and times.</p> <p>The student will make inferences about persuasive texts from a variety of cultures and times.</p> <p>The student will draw conclusions about persuasive texts from a variety of cultures and times.</p> <p>The student will use evidence from texts from a variety of cultures and times to explain the author’s purpose.</p> <p>The student will support his or her analysis of the text.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.3.B.c
3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
B	Literary Techniques	
MLS	Read, infer, and draw conclusions to:	
C	explain how an author uses language to present information to influence what the reader thinks or does	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will explain how an author uses language to present information by inferring and drawing conclusions about nonfiction texts from a variety of cultures and times.</p> <p>The student will explain how an author uses language to influence what the reader thinks by inferring and drawing conclusions about nonfiction texts from a variety of cultures and times.</p> <p>The student will explain how an author uses language to influence what the reader does by inferring and drawing conclusions about nonfiction texts from a variety of cultures and times.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Language that influences the reader: e.g., figurative language, questions, sensory details</p> <p>The item should reflect the author’s purpose: e.g., narrative, informative/explanatory, opinion, persuasive, argumentative</p>		

Grade 4 English Language Arts

Reading		4.R.3.C.a
3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
C	Text Structures	
MLS	Read, infer, and draw conclusions to:	
a	distinguish fact from opinion in a text and explain how to verify what is a fact	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will distinguish fact from opinion in nonfiction texts from a variety of cultures and times by inferring and drawing conclusions.</p> <p>The student will explain how to verify a fact in nonfiction texts from a variety of cultures and times.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
		<u>Sample Stems</u>
<u>Content Limits/Assessment Boundaries</u>		

Grade 4 English Language Arts

Reading		4.R.3.C.b
3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
C	Text Structures	
MLS	Read, infer, and draw conclusions to:	
b	explain explicit and implicit relationships among ideas in texts	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will explain explicit relationships among ideas in nonfiction texts from a variety of cultures and times by inferring and drawing conclusions.</p> <p>The student will explain implicit relationships among ideas in nonfiction texts from a variety of cultures and times by inferring and drawing conclusions.</p>		3
		<u>Item Format</u>
		Selected Response Technology Enhanced
		<u>Text Types</u>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.3.C.c
3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
C	Text Structures	
MLS	Read, infer, and draw conclusions to:	
C	explain author's purpose	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will explain the author's purpose in nonfiction texts from a variety of cultures and times by inferring and drawing conclusions.		3
		<u>Item Format</u>
		Selected Response Technology Enhanced
		<u>Text Types</u>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading		4.R.3.C.d
3 C MLS d	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Structures</p> <p>Read, infer, and draw conclusions to:</p> <p>compare and contrast a firsthand and secondhand account of the same event or topic</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will compare a firsthand account of the same event or topic in nonfiction texts from a variety of cultures and times by inferring and drawing conclusions.</p> <p>The student will contrast a firsthand account of the same event or topic in nonfiction texts from a variety of cultures and times by inferring and drawing conclusions.</p> <p>The student will compare a secondhand account of the same event or topic in nonfiction texts from a variety of cultures and times by inferring and drawing conclusions.</p> <p>The student will contrast a secondhand account of the same event or topic in nonfiction texts from a variety of cultures and times by inferring and drawing conclusions.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Students may be asked to compare or contrast, independent of one another or in conjunction with one another.		

Grade 4 English Language Arts

Reading		4.R.4.A.a
4 A MLS a	<p>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</p> <p>Digital and Media Literacy</p> <p>Read to develop an understanding of media and its components by:</p> <p>explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will, by understanding media and its components (words, images, graphics, sounds), explain the positive impacts of advertisement techniques used to impact consumer behavior in various genres of print and digital media.</p> <p>The student will, by understanding media and its components (words, images, graphics, sounds), explain the negative impacts of advertisement techniques used to impact consumer behavior in various genres of print and digital media.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Students may be asked to explain positive and negative impacts, independent of one another or in conjunction with one another.</p> <p>Media: a system of communication, information, or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers</p>		

Grade 4 English Language Arts

Reading		4.R.4.A.b
4 A MLS b	<p>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</p> <p>Digital and Media Literacy</p> <p>Read to develop an understanding of media and its components by: explaining how various design techniques used in media influence the message</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will, by understanding media and its components (words, images, graphics, sounds), explain how various design techniques used in print and digital media influence the message.</p>		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<u>Text Types</u>
		<p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Design techniques: e.g., pacing, close-ups, sound effects</p>		

Grade 4 English Language Arts

Reading		4.R.4.A.c
4	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	
A	Digital and Media Literacy	
MLS	Read to develop an understanding of media and its components by:	
C	comparing various written conventions used for digital media	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will, by understanding media and its components (words, images, graphics, sounds), compare various written conventions used for digital media.		2
		<u>Item Format</u>
		Selected Response Technology Enhanced
		<u>Text Types</u>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Conventions for digital media: e.g., language in an informal email vs. language in a web-based news article The assumption for this item is that different writing conventions are used for digital media than for traditional text.		

Grade 4 English Language Arts

Reading		4.R.4.A.d
4 A MLS d	<p>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</p> <p>Digital and Media Literacy</p> <p>Read to develop an understanding of media and its components by: explaining text structures and graphics features of a web page and how they help readers to comprehend text</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will explain text structures of a web page.</p> <p>The student will explain graphic features of a web page.</p> <p>The student will explain how text structures of a webpage help readers comprehend text.</p> <p>The student will explain how graphic features of a webpage help readers comprehend text.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>For this standard, the intended use of <i>text structures</i> means “text features.”</p> <p>Text structures: e.g., subheadings, links, sidebars, page or site design, audio/video clips</p> <p>Graphic features: e.g., illustrations, graphs, charts, maps, photos</p>		

Grade 4 English Language Arts

Reading Foundations		4.RF.3.A.a
3 A MLS a	Understand how English is written and read. Phonics Develop phonics in the reading process by: decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will decode words using knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words in context.</p> <p>The student will decode words using knowledge of syllabication patterns to read unfamiliar multisyllabic words in context.</p> <p>The student will decode words using knowledge of morphology to read unfamiliar multisyllabic words in context.</p>		<u>Item Format</u> Performance Event
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed Multisyllabic words in context: e.g., roots, prefixes, suffixes		

Grade 4 English Language Arts

Reading Foundations		4.RF.3.A.b
3 A MLS b	Understand how English is written and read. Phonics Develop phonics in the reading process by: reading root words, prefixes, and suffixes and important words from specific content curricula	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will read root words, prefixes, and/or suffixes from specific content curricula text.</p> <p>The student will read important words from specific content curricula text.</p>		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Performance Event
		<p style="text-align: center;"><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Locally assessed This expectation is built upon 2.RF.3.A.f		<u>Sample Stems</u>

Grade 4 English Language Arts

Reading Foundations		4.RF.4.A.a
4 A MLS a	Understand how English is written and read. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing).</p> <p>The student will read appropriate texts for purpose.</p> <p>The student will read appropriate texts for comprehension.</p> <p>The student will use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Large-scale assessment is possible for checking student’s reading for purpose and comprehension; other aspects of the expectation should be locally assessed.</p>		

Grade 4 English Language Arts

Writing		4.W.1.A.a
1 A MLS a	Apply a writing process to develop a text for audience and purpose. Prewriting Follow a writing process to plan a first draft by: selecting a genre appropriate for conveying the purpose to an intended audience	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will plan a first draft of a text by selecting a genre appropriate for conveying the purpose to an intended audience.</p>		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Instructional implication: Classroom instruction should include information on purpose and audience.</p>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.1.A.b
1 A MLS b	Apply a writing process to develop a text for audience and purpose. Prewriting Follow a writing process to plan a first draft by: formulating questions related to the topic	
<u>Expectation Unwrapped</u> The student will plan a first draft of a text by formulating questions related to the topic as appropriate for audience and purpose.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.1.A.c
1 A MLS C	Apply a writing process to develop a text for audience and purpose. Prewriting Follow a writing process to plan a first draft by: accessing prior knowledge or building background knowledge related to the topic	
<u>Expectation Unwrapped</u> The student will access prior knowledge related to a topic in order to plan a first draft of a text appropriate for audience and purpose. The student will build background knowledge related to a topic in order to plan a first draft of a text appropriate for audience and purpose.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Locally assessed		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.1.A.d
1 A MLS d	Apply a writing process to develop a text for audience and purpose. Prewriting Follow a writing process to plan a first draft by: using a prewriting strategy	
<u>Expectation Unwrapped</u> The student will use a prewriting strategy to plan a first draft of a text appropriate for audience and purpose.		<p style="text-align: center;"><u>DOK Ceiling</u> 2</p> <hr/> <p style="text-align: center;"><u>Item Format</u> Selected Response Constructed Response Technology Enhanced</p> <hr/> <p style="text-align: center;"><u>Text Types</u></p>
<u>Content Limits/Assessment Boundaries</u> Prewriting strategy: e.g., brainstorming, graphic organizers, logs, journals, discussions		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.1.B.a
1 B MLS a	Apply a writing process to develop a text for audience and purpose. Draft Appropriate to genre type, develop a draft from prewriting by: generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will generate a main idea to support a multiple-paragraph text appropriate for audience and purpose. The student will use a variety of sentence types, including compound, in a text.		<u>Item Format</u> Selected Response Technology Enhanced Writing Prompt
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u>
For assessment purposes, use a grade-level appropriate verb instead of “generate.” Drafting expectations apply to all genres of writing.		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.1.B.b
1 B MLS b	Apply a writing process to develop a text for audience and purpose. Draft Appropriate to genre type, develop a draft from prewriting by: establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will establish a main idea with an overall topic sentence (at, or near, the beginning of the first paragraph) when developing a draft of a text appropriate for audience and purpose.</p> <p>The student will support a main idea when developing a draft of a text appropriate for audience and purpose.</p>		<u>Item Format</u> Selected Response Technology Enhanced Constructed Response Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Drafting expectations apply to all genres of writing.		

Grade 4 English Language Arts

Writing		4.W.1.B.c
1 B MLS c	Apply a writing process to develop a text for audience and purpose. Draft Appropriate to genre type, develop a draft from prewriting by: categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will categorize facts, details, and/or events into a text appropriate for audience and purpose.</p> <p>The student will develop a clear introductory paragraph by categorizing, organizing, and sequencing facts, details, and/or events in a text appropriate for audience and purpose.</p> <p>The student will develop a clear supporting paragraph(s) by categorizing, organizing, and sequencing facts, details, and/or events in a text appropriate for audience and purpose.</p> <p>The student will develop a clear concluding paragraph by categorizing, organizing, and sequencing facts, details, and/or events in a text appropriate for audience and purpose.</p>		<u>Item Format</u> Selected Response Technology Enhanced Constructed Response Writing Prompt
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u>
Drafting expectations apply to all genres of writing.		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.1.B.d
1 B MLS d	Apply a writing process to develop a text for audience and purpose. Draft Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience	
<u>Expectation Unwrapped</u> The student will address an appropriate audience when developing a draft of a text.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Technology Enhanced Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Drafting expectations apply to all genres of writing.		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.1.C.a
1 C MLS a	<p>Apply a writing process to develop a text for audience and purpose.</p> <p>Revise/Edit</p> <p>Reread, revise, and edit drafts with assistance to: develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will develop writing appropriate for audience and purpose by revising the following:</p> <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice <p>The student will strengthen writing appropriate for audience and purpose by revising the following:</p> <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice 		2
		<u>Item Format</u>
		<p>Selected Response</p> <p>Technology Enhanced</p> <p>Writing Prompt</p>
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.1.C.b
1 C MLS b	Apply a writing process to develop a text for audience and purpose. Revise/Edit Reread, revise, and edit drafts with assistance to: edit for language conventions	
<u>Expectation Unwrapped</u> The student will edit for language conventions in drafts of text.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Refer to the Language Convention Standards.		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.1.D.a
1 D MLS a	Apply a writing process to develop a text for audience and purpose. Produce/Publish and Share Writing With assistance from adults/peers: use technology, including the Internet, to produce and publish writing	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>With assistance from adults/peers:</p> <p>The student will use technology, including the Internet, to produce writing appropriate for audience and purpose.</p> <p>The student will use technology, including the Internet, to publish writing appropriate for audience and purpose.</p>		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Constructed Response Writing Prompt
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Locally assessed		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.1.D.b
1 D MLS b	Apply a writing process to develop a text for audience and purpose. Produce/Publish and Share Writing With assistance from adults/peers: demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> With assistance from adults/peers: The student will demonstrate sufficient command of keyboarding skills. The student will type a minimum of one page, ideally in a single sitting.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Constructed Response Writing Prompt
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Locally assessed		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.A.a
2 A MLS a	Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: introduce a topic or text being studied, using an introductory paragraph	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will introduce a topic being studied, using an introductory paragraph in an opinion text appropriate for audience and purpose.</p> <p>The student will introduce a text being studied, using an introductory paragraph in an opinion text appropriate for audience and purpose.</p>		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.A.b
2 A MLS b	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will state an opinion or position in a text appropriate for audience and purpose.</p> <p>The student will provide reasons for the opinion or position supported by facts and details in a text appropriate for audience and purpose.</p>		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>The student should be presented factual stimulus material that provides background on the grade-level-appropriate topic.</p> <p>Example from MLS document: Write an opinion essay for your school newspaper convincing readers whether students should wear school uniforms next year. Use relevant evidence/reasons to support your opinion.</p>		

Grade 4 English Language Arts

Writing		4.W.2.A.c
2 A MLS C	Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: use specific and accurate words that are related to the topic, audience, and purpose	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will use specific and accurate words that are related to the topic in an opinion text. The student will use specific and accurate words that are related to the audience in an opinion text. The student will use specific and accurate words that are related to the purpose in an opinion text.		3
		<u>Item Format</u>
		Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The writing prompt should state the topic, audience, and purpose. Example: Write an opinion essay for your school newspaper convincing readers whether students should wear school uniforms next year. Use relevant evidence/reasons to support your opinion.		

Grade 4 English Language Arts

Writing		4.W.2.A.d
2 A MLS d	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>contain information using student’s original language except when using direct quotation from a source</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will write opinion texts that contain information using student’s original language.</p> <p>The student will write opinion texts using direct quotations from a source.</p>		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.A.e
2 A MLS e	Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: reference the name of the author(s) or name of the source used for details or facts included in the text	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will reference the name of the author(s) or name of the source used for details or facts included in the opinion text.		1
		<u>Item Format</u>
		Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The assessment stem may or may not have an author.		

Grade 4 English Language Arts

Writing		4.W.2.A.f
2 A MLS f	Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: use transitions to connect opinion and reason	
<u>Expectation Unwrapped</u> The student will use transitions appropriate for audience and purpose to connect opinion and reason.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Transitions: e.g., for instance, in order to, in addition, in summary, in other words, in conclusion		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.A.g
2 A MLS g	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will organize the supporting details/reasons into an introductory paragraph appropriate for audience and purpose in opinion text.</p> <p>The student will organize the supporting details/reasons into supporting paragraphs appropriate for audience and purpose in opinion text.</p> <p>The student will organize the supporting details/reasons into a concluding paragraph appropriate for audience and purpose in opinion text.</p>		3
		<u>Item Format</u>
		Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.B.a
2 B MLS a	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: introduce a topic using a topic sentence in an introductory paragraph	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will introduce a topic using a topic sentence in an introductory paragraph appropriate for audience and purpose in informative/explanatory texts.</p>		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.B.b
2 B MLS b	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>Write informative/explanatory texts that: develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will develop the topic into supporting paragraphs appropriate for audience and purpose from sources in informative/explanatory texts.</p> <p>The student will develop supporting paragraphs, using topic sentences with facts, details, examples, and quotations appropriate for audience and purpose in informative/explanatory texts.</p>		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Sources: e.g., speakers, books, newspapers, digital media sources		

Grade 4 English Language Arts

Writing		4.W.2.B.c
2 B MLS C	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>Write informative/explanatory texts that:</p> <p>use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will use specific and accurate words that are related to the topic in informative/explanatory texts.</p> <p>The student will use specific and accurate words that are related to the audience in informative/explanatory texts.</p> <p>The student will use specific and accurate words that are related to the purpose in informative/explanatory texts.</p>		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
		<u>Sample Stems</u>
<u>Content Limits/Assessment Boundaries</u>		
<p>The writing prompt should state the topic, audience, and purpose.</p>		

Grade 4 English Language Arts

Writing		4.W.2.B.d
2 B MLS d	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: contain information using student’s original language except when using direct quotations from a source	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will write informative/explanatory texts that contain information using student’s original language. The student will write informative/explanatory texts using direct quotations from a source.		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.B.e
2 B MLS e	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: use transitions to connect categories of information	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will use transitions to connect categories of information appropriate for audience and purpose in informative/explanatory texts.</p>		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Categories of information: e.g., in addition, in summary, in other words, in conclusion</p>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.B.f
2 B MLS f	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: use text structures when useful	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will use text structures appropriate for audience and purpose when useful in informative/explanatory texts.</p>		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>For assessment purposes, <i>text structures</i> mean “text features”: e.g., headings, bold type</p>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.B.g
2 B MLS g	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: create a concluding paragraph related to the information	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will create a concluding paragraph appropriate for audience and purpose related to the information in informative/explanatory texts.</p>		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.C.a
2 C MLS a	Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: establish a setting and situation/topic and introduce a narrator and/or characters	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will establish a setting appropriate for audience and purpose in fiction or nonfiction narratives and poems.</p> <p>The student will establish a situation/topic appropriate for audience and purpose in fiction or nonfiction narratives and poems.</p> <p>The student will introduce a narrator and/or characters appropriate for audience and purpose in fiction or nonfiction narratives and poems.</p>		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.C.b
2 C MLS b	Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: use narrative techniques, such as dialogue, motivation, and descriptions	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will use the narrative technique of dialogue appropriate for audience and purpose in fiction or nonfiction narratives and poems.</p> <p>The student will use the narrative technique of motivation appropriate for audience and purpose in fiction or nonfiction narratives and poems.</p> <p>The student will use the narrative technique of descriptions appropriate for audience and purpose in fiction or nonfiction narratives and poems.</p>		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
		<u>Sample Stems</u>
<u>Content Limits/Assessment Boundaries</u>		
Motivation: e.g., thoughts and feelings		

Grade 4 English Language Arts

Writing		4.W.2.C.c
2 C MLS C	Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: organize an event sequence that unfolds naturally to establish a beginning/middle/end	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will organize event sequence appropriate for audience and purpose that unfolds naturally in fiction or nonfiction narratives and poems.</p> <p>The student will establish a beginning/middle/end appropriate for audience and purpose in fiction or nonfiction narratives and poems.</p>		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.C.d
2 C MLS d	Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: use a variety of transitions to manage the sequence of events	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will use a variety of transitions to manage the sequence of events appropriate for audience and purpose in fiction or nonfiction narratives and poems.</p>		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Transitions: e.g., after we ate, a moment later, shortly after my nap</p>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.2.C.e
2 C MLS e	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>Write fiction or non-fiction narratives and poems that: use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will use specific, relevant, and accurate words that are related to the topic in fiction or nonfiction narratives and poems.</p> <p>The student will use specific, relevant, and accurate words that are related to the audience in fiction or nonfiction narratives and poems.</p> <p>The student will use specific, relevant, and accurate words that are related to the purpose in fiction or nonfiction narratives and poems.</p>		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
		<u>Sample Stems</u>
<u>Content Limits/Assessment Boundaries</u>		
<p>The writing prompt should state the topic, audience, and purpose.</p> <p>Words: e.g., figurative language, sensory details, domain-specific words</p>		

Grade 4 English Language Arts

Writing		4.W.3.A.a
3 A MLS a	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: generate a list of subject-appropriate topics	
<u>Expectation Unwrapped</u> The student will generate a list of subject-appropriate topics to research.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Constructed Response
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Locally assessed <i>Generate</i> is synonymous with <i>create</i> or <i>make</i> . Topics: e.g., students brainstorm topics about famous mathematicians, inventions of the twentieth century, effects of solar energy		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.3.A.b
3 A MLS b	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: create a research question to address relevant to a chosen topic	
<u>Expectation Unwrapped</u> The student will create a research question to address relevant to a chosen topic.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected response Constructed response
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.3.A.c
3 A MLS C	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: identify a variety of relevant sources, literary and informational	
<u>Expectation Unwrapped</u> The student will identify a variety of relevant literary sources for research. The student will identify a variety of relevant informational sources for research.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Sources: e.g., digital, print, visual sources, interviews		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.3.A.d
3 A MLS d	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: use organizational features of print and digital sources efficiently to locate information	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will use organizational features efficiently to locate information from a variety of print sources for research. The student will use organizational features efficiently to locate information from a variety of digital sources for research.		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Features: e.g., table of contents, indices, glossaries, website headings and links		

Grade 4 English Language Arts

Writing		4.W.3.A.e
3 A MLS e	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: convert graphic/visual data into written notes	
<u>Expectation Unwrapped</u> The student will convert graphic/visual data into written notes during research.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Graphic/visual data: e.g., charts, diagrams, timelines		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.3.A.f
3 A MLS f	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: determine the accuracy of the information gathered	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will determine the accuracy of the information gathered from a variety of sources when researching.		3
		<u>Item Format</u>
		Selected Response Technology Enhanced
<u>Text Types</u>		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.3.A.g
3 A MLS g	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: differentiate between paraphrasing and plagiarism when using ideas of others	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will differentiate between paraphrasing and plagiarism when using ideas of others during research.		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Writing		4.W.3.A.h
3 A MLS h	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: record bibliographic information from sources according to a standard format	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will record bibliographic information from sources used during research according to a standard format.		1
		<u>Item Format</u>
		Constructed Response
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed Bibliographic information: e.g., author, title, publisher, publication year		

Grade 4 English Language Arts

Writing		4.W.3.A.i
3 A MLS i	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will present how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria.</p> <p>The student will evaluate how completely, accurately, and efficiently the research question was explored using previously established teacher/student criteria.</p>		<u>Item Format</u> Constructed Response
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed		

Grade 4 English Language Arts

Language		4.L.1.A.a
1 A MLS a	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use the “be” helping verbs with “ing” verbs	
<u>Expectation Unwrapped</u> The student will use the “be” helping verbs with “-ing” verbs in speech and written form according to English language conventions.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Helping verbs: e.g., is running, were jumping, is being		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.A.b
1 A MLS b	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use and order adjectives within sentences to conventional patterns	
<u>Expectation Unwrapped</u> The student will use and order adjectives within sentences to conventional patterns in speech and written form according to English language conventions.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Outside source information for order of adjectives, listed in order from first to last: quantity or number, quality or opinion, size, age, shape, color, proper adjective (often nationality, other place of origin, or material), purpose or qualifier		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.A.c
1 A MLS C	<p>Communicate using conventions of English language.</p> <p>Grammar</p> <p>In speech and written form, apply standard English grammar to:</p> <p>use progressive verbs to show past, present, and future</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 1
<p>The student will use progressive verbs to show past tense in speech and written form according to English language conventions.</p> <p>The student will use progressive verbs to show present tense in speech and written form according to English language conventions.</p> <p>The student will use progressive verbs to show future tense in speech and written form according to English language conventions.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Past, present, future: e.g., I was reading. I am reading. I will be reading</p>		

Grade 4 English Language Arts

Language		4.L.1.A.d
1 A MLS d	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use adverbs in writing	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will use adverbs in writing according to English language conventions.</p>		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Adverbs: e.g., quickly, fast, not, very		<p style="text-align: center;"><u>Sample Stems</u></p>

Grade 4 English Language Arts

Language		4.L.1.A.e
1 A MLS e	<p>Communicate using conventions of English language.</p> <p>Grammar</p> <p>In speech and written form, apply standard English grammar to:</p> <p>use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 1
<p>The student will use subject/verb agreement with first-person pronouns in speech and written form according to English language conventions.</p> <p>The student will use subject/verb agreement with second-person pronouns in speech and written form according to English language conventions.</p> <p>The student will use subject/verb agreement with third-person pronouns in speech and written form according to English language conventions.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Agreement: e.g., I sing. We sing. You sing. He/She sings. They sing.</p>		

Grade 4 English Language Arts

Language		4.L.1.A.f
1 A MLS f	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use prepositions correctly in a sentence	
<u>Expectation Unwrapped</u> The student will use prepositions correctly in a sentence in speech and written form according to English language conventions.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Examples of grade-appropriate use of prepositions: (The girl in the dress read the poem. Kaheem hit the ball through the window.)		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.A.g
1 A MLS g	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: recognize the difference between and use coordinating conjunctions and subordinating conjunctions	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 1
<p>The student will recognize the difference between coordinating conjunctions and subordinating conjunctions according to English language conventions.</p> <p>The student will use coordinating conjunctions and subordinating conjunctions in speech and written form according to English language conventions.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Coordinating conjunctions: e.g., for, and, nor, but, or, yet, so Subordinating conjunctions: e.g., when, because, if, while		

Grade 4 English Language Arts

Language		4.L.1.A.h
1 A MLS h	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: produce and expand the complete simple and compound four types of sentences	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will produce and expand simple and compound declarative sentences in speech and written form according to English language conventions.</p> <p>The student will produce and expand simple and compound imperative sentences in speech and written form according to English language conventions.</p> <p>The student will produce and expand simple and compound exclamatory sentences in speech and written form according to English language conventions.</p> <p>The student will produce and expand simple and compound interrogative sentences in speech and written form according to English language conventions.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u>
<p>The four sentence types are listed in the third-grade language standards and in the fifth-grade language standards examples.</p>		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.A.i
1 A MLS i	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: correct sentence fragments and run-on sentences in writing	
<u>Expectation Unwrapped</u> The student will correct sentence fragments in writing according to English language conventions. The student will correct run-on sentences in writing according to English language conventions.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.B.a
1 B MLS a	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: write legibly	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will write legibly.</p>		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Locally assessed		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.B.b
1 B MLS b	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: punctuate a dialogue between two or more characters	
<u>Expectation Unwrapped</u> The student will punctuate a dialogue between two or more characters according to English language conventions.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.B.c
1 B MLS C	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: insert a comma before a coordinating conjunction in a compound sentence	
<u>Expectation Unwrapped</u> The student will insert a comma before a coordinating conjunction in a compound sentence according to English language conventions.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Coordinating conjunctions: e.g., and, but, for, nor, or, so yet		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.B.d
1 B MLS d	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: capitalize proper adjectives</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will capitalize proper adjectives according to English language conventions.</p>		1
		<u>Item Format</u>
		<p>Selected Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u>
<p>Proper adjective: e.g., German chocolate cake, Missouri capitol</p>		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.B.e
1 B MLS e	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: use correct capitalization	
<u>Expectation Unwrapped</u> The student will use correct capitalization according to English language conventions.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.B.f
1 B MLS f	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: spell words with suffixes by dropping or leaving the final e	
<u>Expectation Unwrapped</u> The student will spell words with suffixes by dropping or leaving the final “e” according to English language conventions.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.B.g
1 B MLS g	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: spell words ending in the long <i>e</i> sound	
<u>Expectation Unwrapped</u> The student will spell words ending in the long <i>e</i> sound according to English language conventions.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Long <i>e</i> : e.g., monkey, flea, genie		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.B.h
1 B MLS h	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: alphabetize reference sources	
<u>Expectation Unwrapped</u> The student will alphabetize reference sources according to English language conventions.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 4 English Language Arts

Language		4.L.1.B.i
1 B MLS i	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 1
<p>The student will use combined knowledge of all letter-sound correspondences to read and spell accurately unfamiliar multisyllabic words in context according to English language conventions.</p> <p>The student will use combined knowledge of syllabication patterns to read and spell accurately unfamiliar multisyllabic words in context according to English language conventions.</p> <p>The student will use combined knowledge of morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context according to English language conventions.</p>		<u>Item Format</u> Selected Response
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed Partially assessable large-scale: spelling multisyllabic words and spelling words with knowledge of morphology.		

Grade 4 English Language Arts

Speaking/Listening		4.SL.1.A.a
1 A MLS a	Listen for a purpose. Purpose Develop and apply effective listening skills and strategies in formal and informal settings by: following, generating, and justifying classroom listening rules	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will generate classroom listening rules in formal and informal settings. The student will justify classroom listening rules in formal and informal settings. The student will follow classroom listening rules in formal and informal settings.		<u>Item Format</u> Constructed Response Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed		

Grade 4 English Language Arts

Speaking/Listening		4.SL.1.A.b
1 A MLS b	Listen for a purpose. Purpose Develop and apply effective listening skills and strategies in formal and informal settings by: posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will pose specific questions to clarify or follow up on information in formal and informal settings.		<u>Item Format</u>
The student will respond to specific questions to clarify or follow up on information in formal and informal settings.		Selected Response Technology Enhanced
The student will make comments that contribute to the discussion in formal and informal settings.		<u>Text Types</u>
The student will link to the remarks of others in formal and informal settings.		Audio clip: may include nonfiction, fables, poetry
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
		Which question could listeners ask to help them understand about ___? After listening to the audio clip, what is the best question to start the discussion about ___? What would be the best question to ask to further the conversation about ___? Carrie said ___ about ___. Which question would be the best question to connect to Carrie’s statement?

Grade 4 English Language Arts

Speaking/Listening		4.SL.1.A.c
1	Listen for a purpose.	
A	Purpose	
MLS	Develop and apply effective listening skills and strategies in formal and informal settings by:	
C	following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will follow multistep instructions that involve a short related sequence of actions in formal and informal settings according to classroom expectations.		2
The student will restate multistep instructions that involve a short related sequence of actions in formal and informal settings according to classroom expectations.		<u>Item Format</u>
		Constructed Response Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed		
Note: Restatement of instructions could be assessed in a large-scale assessment.		

Grade 4 English Language Arts

Speaking/Listening		4.SL.2.A.a
2 A MLS a	Listen for entertainment. Entertainment Develop and apply effective listening skills and strategies in formal and informal settings by: generating and following active listening rules, according to classroom expectations	
<u>Expectation Unwrapped</u> The student will generate active listening (for entertainment) rules, according to classroom expectations. The student will follow active listening (for entertainment) rules, according to classroom expectations.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Constructed Response Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Locally assessed Active listening rules: e.g., sit up, lean in, ask questions, nod, track the speaker		<u>Sample Stems</u>

Grade 4 English Language Arts

Speaking/Listening		4.SL.3.A.a
3 A MLS a	Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by: contributing to discussion after listening to others' ideas, according to classroom expectations	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will use conventions of language to speak clearly and to the point in contributing to discussion after listening to others' ideas, according to classroom expectations.</p>		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Locally assessed		<u>Sample Stems</u>

Grade 4 English Language Arts

Speaking/Listening		4.SL.3.A.b
3 A MLS b	<p>Speak effectively in collaborative discussions.</p> <p>Collaborative Discussions</p> <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by: expressing opinions of read-alouds and independent reading and relating opinions to others</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will express opinions of read-alouds by speaking clearly and to the point and using conventions of language when presenting individually or with a group.</p> <p>The student will express opinions of independent reading by speaking clearly and to the point and using conventions of language when presenting individually or with a group.</p> <p>The student will relate opinions to others by speaking clearly and to the point and using conventions of language when presenting individually or with a group.</p>		<u>Item Format</u> Performance Event
		<u>Text Types</u>
		<u>Sample Stems</u>
<u>Content Limits/Assessment Boundaries</u>		
Locally assessed		

Grade 4 English Language Arts

Speaking/Listening		4.SL.4.A.a
4 A MLS a	Speak effectively when presenting. Presenting Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: paraphrasing portions of a text read aloud or information presented in diverse media and formats	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will paraphrase portions of a text read aloud by speaking clearly, audibly, and to the point and using conventions of language when presenting individually or with a group.</p> <p>The student will paraphrase information presented in diverse media and formats by speaking clearly, audibly, and to the point and using conventions of language when presenting individually or with a group.</p>		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Locally assessed Stimulus type: media that require an auditory component (e.g., oral presentations, live discussions, videos, audio recordings)		<u>Sample Stems</u>

Grade 4 English Language Arts

Speaking/Listening		4.SL.4.A.b
4 A MLS b	Speak effectively when presenting. Presenting Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using efficient presentation skills with available resources	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will use efficient presentation skills with available resources by speaking clearly, audibly, and to the point and using conventions of language when presenting individually or with a group.</p>		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Locally assessed Available resources: e.g., technology		<u>Sample Stems</u>

Grade 4 English Language Arts

Speaking/Listening		4.SL.4.A.c
4	Speak effectively when presenting.	
A	Presenting	
MLS	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	
C	incorporating descriptive and sequential details in a student-designed or teacher-assigned topic	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will incorporate descriptive details in a student-designed or teacher-assigned topic, while speaking clearly, audibly, and to the point and using conventions of language when presenting individually or with a group.</p> <p>The student will incorporate sequential details in a student-designed or teacher-assigned topic, while speaking clearly, audibly, and to the point and using conventions of language when presenting individually or with a group.</p>		2
		<u>Item Format</u>
		Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed		

Grade 4 English Language Arts

Speaking/Listening		4.SL.4.A.d
4 A MLS d	Speak effectively when presenting. Presenting Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: giving a formal presentation to classmates, using a variety of media	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will give a formal presentation to classmates, using a variety of media, while speaking clearly and to the point and using conventions of language when presenting individually or with a group.</p>		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Locally assessed		<u>Sample Stems</u>

Grade 4 English Language Arts

Speaking/Listening		4.SL.4.A.e
4 A MLS e	Speak effectively when presenting. Presenting Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: speaking with expression and fluency	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will speak with fluency by speaking clearly, audibly, and to the point and use conventions of language when presenting individually or with a group.</p> <p>The student will speak with expression by speaking clearly, audibly, and to the point and use conventions of language when presenting individually or with a group.</p>		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed		

Grade 4 English Language Arts

Speaking/Listening		4.SL.4.A.f
4 A MLS f	Speak effectively when presenting. Presenting Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: adjusting formal/informal language according to context and topic	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will, using conventions of language, adjust formal/informal language according to context and topic when presenting individually or with a group.</p>		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Locally assessed		<u>Sample Stems</u>