

# Grade 4 ELA Item Specifications



# Table of Contents

<a href="#">Introduction</a> .....	3
<a href="#">Reading</a> .....	6
<a href="#">4.R.1</a> .....	6
<a href="#">4.R.2</a> .....	19
<a href="#">4.R.3</a> .....	27
<a href="#">4.R.4</a> .....	37
<a href="#">Reading Foundations</a> .....	41
<a href="#">4.RF.3</a> .....	41
<a href="#">4.RF.4</a> .....	43
<a href="#">Writing</a> .....	44
<a href="#">4.W.1</a> .....	44
<a href="#">4.W.2</a> .....	56
<a href="#">4.W.3</a> .....	75
<a href="#">Language</a> .....	84
<a href="#">Speaking/Listening</a> .....	102

<a href="#">4.SL.1</a> .....	102
<a href="#">4.SL.2</a> .....	105
<a href="#">4.SL.3</a> .....	106
<a href="#">4.SL.4</a> .....	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
<b>1</b>	<b>Develop and apply skills to the reading process.</b>	
<b>A</b>	<b>Comprehension</b>	
<b>MLS</b>	Develop and demonstrate reading skills in response to text by:	
<b>a</b>	drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will draw conclusions by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.		<b><u>Item Format</u></b> Selected Response Technology Enhanced
The student will infer by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.		
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Textual evidence should come from the stimulus. Prior knowledge should not be required.		Which phrase from the paragraph explains why____? What conclusions can be drawn after reading____? Which text evidence best supports the influence____? Which detail best supports the idea ____? What can you infer about that? After reading the passage, which conclusion is best supported? Which sentence from the passage best supports the answer?

# Grade 4 English Language Arts

Reading		4.R.1.A.b
<b>1</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Develop and apply skills to the reading process.</b> <b>Comprehension</b> Develop and demonstrate reading skills in response to text by: drawing conclusions by providing textual evidence of what the text says explicitly	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
The student will draw conclusions about what the text says explicitly.  The student will provide evidence of what the text says explicitly.		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></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><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Prior knowledge should not be required.		Which idea is supported by evidence? Which sentence best supports the idea that _____? Provide evidence in the text that _____. Based on the information (in the text) why do you (what the texts says explicitly) _____? What inspired (the character) to (action)? Read the sentences from the passage. What can be concluded from the details in the sentences? Choose two sentences that support the idea that _____.

## Grade 4 English Language Arts

Reading		4.R.1.A.c
<b>1</b> <b>A</b> <b>MLS</b> <b>C</b>	<b>Develop and apply skills to the reading process.</b> <b>Comprehension</b> Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
The student will monitor comprehension of text.  The student will make corrections when understanding of text breaks down.  The student will make adjustments when understanding of text breaks down.		<u><b>Item Format</b></u> Constructed Response Performance Event
		<u><b>Text Types</b></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><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Assessed at the local level		



## Grade 4 English Language Arts

Reading		4.R.1.B.a
<b>1</b>	<b>Develop and apply skills to the reading process.</b>	
<b>B</b>	<b>Vocabulary</b>	
<b>MLS</b>	Develop an understanding of vocabulary by:	
<b>a</b>	determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will determine the meaning of academic root words through context.		<b><u>Item Format</u></b> Selected Response Technology Enhanced
The student will determine the meaning of prefixes through context.		
The student will determine the meaning of suffixes through context.		
<b><u>Text Types</u></b>		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		
Stimulus materials may be needed for students to determine the meaning (e.g., charts, tables). Example of this expectation: discuss the meaning of the common Greek root, <i>graph</i> , to help students understand the meaning of the words <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>		<b><u>Sample Stems</u></b> The prefix <u>re-</u> means “again.” As it is used in the passage, return means _____. What is the root word of ( <u>comfortable</u> )? If <u>pro</u> means “before,” what does <u>proactive</u> mean? Which word in the passage uses a suffix that means “more”? How does the prefix _____ affect the meaning of the word _____?

# Grade 4 English Language Arts

Reading		4.R.1.B.b
<b>1</b> <b>B</b> <b>MLS</b> <b>b</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words	
<u><b>Expectation Unwrapped</b></u>  The student will use the context of the sentence to determine the meaning of unfamiliar words.  The student will use the context of the sentence to determine the meaning of multiple-meaning words.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 2</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u> Selected Response Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></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><b>Content Limits/Assessment Boundaries</b></u>  The context of the sentence: e.g., in-sentence example or definition		<p style="text-align: center;"><u><b>Sample Stems</b></u></p> What is the meaning of the word ____? What does the word ____ mean? Read the passage; which word means the same as <u>(customers)</u> ? What does the word ____ mean as it is used in the passage? Which sentence uses the word <u>(lift)</u> based on definition 3? Read the following sentences from the passage. Choose the underlined word that means “_____.”

## Grade 4 English Language Arts

Reading		4.R.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>c</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: completing analogies	
<u><b>Expectation Unwrapped</b></u>  The student will complete analogies to develop an understanding of vocabulary in the text.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></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><b>Content Limits/Assessment Boundaries</b></u>  Analogies should be simple and based on general fourth-grade knowledge (e.g., branch: limb as home: <u>(house)</u> or sound: silence as bored: <u>(excited)</u> or (responsible: success) or lamp: shade as ___:house).		<u><b>Sample Stems</b></u>  Complete the analogy. Complete the analogy using the synonym of the underlined word. Complete the analogy using the antonym of the underlined word.

## Grade 4 English Language Arts

Reading		4.R.1.B.d
<b>1 B MLS d</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by:</p> <p>identifying the meaning of common idioms and figurative language</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will identify the meaning of common idioms in a text.</p> <p>The student will identify the meaning of figurative language in the text.</p>		2
		<b><u>Item Format</u></b>
		<p>Selected Response</p> <p>Technology Enhanced</p>
		<b><u>Text Types</u></b>
		<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>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Stimulus materials should provide ample context to assist in identifying the meaning of idioms and figurative language.</p>		<p>How does the use of ____ impact the meaning?</p> <p>Why does the poet use ____ in the lines of the poem?</p> <p>Why does ____ say ____? What sentence best supports ____?</p> <p>Read the sentence from the passage. Why does the author use the phrase ____? What phrase helps the reader to imagine ____?</p> <p>What phrase is an example of the author using figurative language?</p>

## Grade 4 English Language Arts

Reading		4.R.1.B.e
<b>1 B MLS e</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will use a dictionary or glossary to determine the meanings of unknown words in the text.</p> <p>The student will use a dictionary or glossary to determine the syllabication of unknown words in the text.</p> <p>The student will use a dictionary or glossary to determine the pronunciation of unknown words in the text.</p>		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> Read the following sentences from the passage. (add sentence from passage) Which definition below defines _____ as it is used in the sentence? Add definitions from dictionary/glossary.

## Grade 4 English Language Arts

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

# Grade 4 English Language Arts

Reading		4.R.1.C.a
<b>1</b>  <b>C</b>  <b>MLS</b>  <b>a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Making Connections</b></p> <p>Explain relevant connections between:</p> <p>text-to-text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will explain relevant text-to-text connections in various fiction and nonfiction works by comparing ideas and information.</p> <p>The student will explain relevant text-to-text connections in various fiction and nonfiction works by contrasting ideas and information.</p> <p>The student will explain relevant text-to-text connections in various fiction works by comparing ideas and information.</p> <p>The student will explain relevant text-to-text connections in various fiction works by contrasting ideas and information.</p> <p>The student will explain relevant text-to-text connections in various nonfiction works by comparing ideas and information.</p> <p>The student will explain relevant text-to-text connections in various nonfiction works by contrasting ideas and information.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p> <p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><b><u>Text Types</u></b></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><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>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.</p>		<p><b><u>Sample Stems</u></b></p> <p>How are (passage) and (passage) alike/different? Paired Passages Which details about (connecting topic) are included in both ____ and ____? What is one fact these two passages have in common?</p>

## Grade 4 English Language Arts

Reading		4.R.1.C.b
<b>1</b> <b>C</b> <b>MLS</b> <b>b</b>	<b>Develop and apply skills to the reading process.</b> <b>Making Connections</b> 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><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></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><b>Item Format</b></u> Selected response Technology Enhanced Constructed Response
		<u><b>Text Types</b></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><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u> Select the sentence from the passage that clearly identifies a difference in current and past cultures. What is one clue that this passage takes place in the past? What example shows that Lucky’s life is different from the young men in the United States?



## Grade 4 English Language Arts

Reading		4.R.1.D.a
<b>1</b> <b>D</b> <b>MLS</b> <b>a</b>	<b>Develop and apply skills to the reading process.</b> <b>Independent Text</b> Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate	
	<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will independently read a developmentally appropriate text for multiple purposes over a sustained period of time.</p>	<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response            Constructed Response            Technology Enhanced</p> <hr/> <p style="text-align: center;"><b><u>Text Types</u></b></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;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally accessed.</p>	<p style="text-align: center;"><b><u>Sample Stems</u></b></p>	

## Grade 4 English Language Arts

Reading		4.R.1.D.b
<b>1</b> <b>D</b> <b>MLS</b> <b>b</b>	<b>Develop and apply skills to the reading process.</b> <b>Independent Text</b> Read independently for multiple purposes over sustained periods of time by: producing evidence of reading	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will produce evidence of reading independently for multiple purposes over sustained periods of time.		<u>Item Format</u> 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>Sample Stems</u>
<u>Content Limits/Assessment Boundaries</u>		
Assessed at the local level Evidence of reading: e.g., create a journal or reading log, participate in book talks		

## Grade 4 English Language Arts

Reading		4.R.2.A.a
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>a</b>	summarize and sequence the events/plot, explain how past events impact future events, and identify the theme	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <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>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response Constructed Response Technology Enhanced</p> <hr/> <p style="text-align: center;"><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Instructional implication: Look to third- and fifth- grade standards for vertical information about the theme.</p>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p> <p>Which sentence from the text best summarizes the theme? Which sentence best states the theme? Choose 2. Part A: Which statement best describes the theme of the story? Part B: Which detail from the passage best supports your answer to Part A? Using details from the text, place events in sequential order.</p>

## Grade 4 English Language Arts

Reading		4.R.2.A.b
<b>2</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Fiction</b></p> <p>Read, infer, analyze, and draw conclusions to: describe the personality traits of characters from their thoughts, words, and actions</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<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>		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
		<p>Read the sentence. Which word best describes ____? Which sentences shows how ____ feels toward ____? What inference can you make about ____? Which trait best describes ____? What evidence supports the (character trait) for (character)? Which sentence from the passage shows (character) is embarrassed?</p>

## Grade 4 English Language Arts

Reading		4.R.2.A.c
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>C</b>	describe the interaction of characters, including relationships and how they change	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<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
		<b><u>Item Format</u></b>
		Selected Response Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
		<p>How does ____ feel about ____?</p> <p>How is ____ affected by ____?</p> <p>Which sentence demonstrates how Annie is helped to feel differently about her role in the school play?</p> <p>Describe how Jeremiah changes from the beginning of the story to the end. Use details from the passage to support your answer.</p>

## Grade 4 English Language Arts

Reading		4.R.2.A.d
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>d</b>	compare and contrast the adventures or exploits of characters and their roles	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<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
		<b><u>Item Format</u></b>
		Selected Response Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
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.		How are ____ and ____ alike/different?  What conclusions can we draw as we read about the adventures of Annabeth and Percy? How were they the same/different? What motivated them? (characters from <i>The Lightning Thief</i> )

## Grade 4 English Language Arts

Reading		4.R.2.A.e
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>e</b>	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	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <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 the first or third person by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response Constructed Response Technology Enhanced</p> <hr/> <p style="text-align: center;"><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Students may be asked to compare or contrast, independent of one another or in conjunction with one another.</p>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p> <p>What POV is used in the passage?</p> <p>From which POV is _____ narrated?</p> <p>Which statement best reflects the narrator’s POV in the passage?</p> <p>What evidence from the passage demonstrates the story is told in 1st person?</p>

## Grade 4 English Language Arts

Reading		4.R.2.B.a
<b>2</b>  <b>B</b> <b>MLS</b>  <b>a</b>	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p><b>Poetry</b></p> <p>Read, infer, and draw conclusions to: explain structural elements of poetry</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
<p>The student will explain the structural elements of poetry from a variety of cultures and times by inferring and drawing conclusions.</p>		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: poetry
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Reference structural elements of poetry in 2.B.a-b kindergarten through third-grade standards: e.g., rhyme, meter, stanzas, line breaks</p>		<p>How does the poet develop a rhythm in the poem?</p> <p><b>Rhythm</b> is the regular pattern of recurrent accents in the flow of a poem. Explain how rhythm contributes to the reader's understanding of the poem. Use details from the poem to support your answer.</p>



## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Reading		4.R.2.C.b
<b>2</b>  <b>C</b> <b>MLS</b>  <b>b</b>	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p><b>Drama</b></p> <p>Read, infer, and draw conclusions to: explain structural elements of dramatic literature</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
<p>The student will explain the structural elements of dramatic literature from a variety of cultures and times.</p>		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: drama
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Reference structural elements of dramatic literature in 2.C.a-b kindergarten through third-grade standards: e.g., act, scene, a cast of characters, stage directions</p>		<p>What is the main purpose of words written in italics (or bold)?</p> <p>How can the reader tell that (<i>title of drama</i>) is a drama?</p> <p>Which detail supports the fact that this is a drama?</p>

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Reading		4.R.3.A.b
<b>3</b>	<b>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>	
<b>A</b>	<b>Text Features</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>b</b>	describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<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>		2
		<b><u>Item Format</u></b>
		Selected Response Technology Enhanced
		<b><u>Text Types</u></b>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<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><b>Note:</b> 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>		<p>Which sentences does the illustration best help support?</p> <p>Read the passage. Drag the steps for ____ into the correct order.</p>

## Grade 4 English Language Arts

Reading		4.R.3.A.c
<b>3</b>	<b>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>	
<b>A</b>	<b>Text Features</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>C</b>	interpret and explain factual information presented graphically	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<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
		<b><u>Item Format</u></b>
		Selected Response Technology Enhanced
		<b><u>Text Types</u></b>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Factual information presented graphically: e.g., charts, diagrams, graphs, illustrations		How do the graphics support the information in the passage?
		How does the image help us understand the passage?
		How is the graph different from the passage?

## Grade 4 English Language Arts

Reading		4.R.3.B.a
<b>3</b>	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>B</b>	<b>Literary Techniques</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>a</b>	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	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
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.		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
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.		
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
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> ).		After reading the passage about Laura Ingalls Wilder's life and <i>On the Banks of Plum Creek</i> , what inspiration did the author use while narrating the story?

## Grade 4 English Language Arts

Reading		4.R.3.B.b
<b>3</b>	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>B</b>	Literary Techniques	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>b</b>	analyze, make inferences, and draw conclusions about a persuasive text- use evidence from the text to explain the author's purpose, and support the analysis	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will analyze persuasive texts from a variety of cultures and times.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
The student will make inferences about persuasive texts from a variety of cultures and times.		
The student will draw conclusions about persuasive texts from a variety of cultures and times.		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
The student will use evidence from texts from a variety of cultures and times to explain the author's purpose.		
The student will support his or her analysis of the text.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> Why does the author include ____ in the passage? What evidence best supports the author's opinion? Read the sentence from the passage. The sentence supports which idea?

## Grade 4 English Language Arts

Reading		4.R.3.B.c
<b>3</b>	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>B</b>	Literary Techniques	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>C</b>	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
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.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
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.		
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.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Language that influences the reader: e.g., figurative language, questions, sensory details The item should reflect the author's purpose. e.g., narrative, informative/explanatory, opinion, persuasive, argumentative		Which sentence does the author include to create interest?  Which sentence best supports the idea that the author wrote this passage to persuade the reader?  What conclusion can be drawn from the following sentences?



## Grade 4 English Language Arts

Reading		4.R.3.C.a
<b>3</b>  <b>C</b> <b>MLS</b>  <b>a</b>	<p><b>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></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to:</p> <p>distinguish fact from opinion in a text and explain how to verify what is a fact</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></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><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u> Which detail is an opinion?  _____ offers many facts and opinions; highlight the two facts.  Which sentence from the text is the author’s opinion?

## Grade 4 English Language Arts

Reading		4.R.3.C.b
<b>3</b>  <b>C</b> <b>MLS</b>  <b>b</b>	<p><b>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></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to: explain explicit and implicit relationships among ideas in texts</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<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>		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Instructional Implications: Teach cause/effect (also known as action and effect) problem and solution</p>		<p>How are ____ and ____ related?</p> <p>Part A – What can be concluded? Part B - Best supports Part A</p> <p>According to the passage, how are ____ and ____ similar?</p> <p>How are the ideas related?</p>

## Grade 4 English Language Arts

Reading		4.R.3.C.c
<b>3</b>  <b>C</b> <b>MLS</b>  <b>C</b>	<b>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>	
<b>Text Structures</b> Read, infer, and draw conclusions to: explain the author's purpose		
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will explain the author's purpose in nonfiction texts from a variety of cultures and times by inferring and drawing conclusions.		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
		<u><b>Sample Stems</b></u> What is most likely author's purpose for _____? What is the purpose of the passage? Why does the author discuss _____? What was the author trying to tell the reader? Which sentence from the story supports your answer?
<u><b>Content Limits/Assessment Boundaries</b></u>		

## Grade 4 English Language Arts

Reading		4.R.3.C.d
<b>3</b>	<b>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>	
<b>C</b>	<b>Text Structures</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>d</b>	compare and contrast a firsthand and secondhand account of the same event or topic	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
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.		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
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.		
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.		
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.		
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Students may be asked to compare or contrast, independent of one another or in conjunction with one another.		Read both passages. How is the point of view similar in both passages?  Which sentence describes the point of view in both stories accurately?  The story is told in what point of view?

## Grade 4 English Language Arts

Reading		4.R.4.A.a
<b>4 A MLS a</b>	<p><b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b></p> <p><b>Digital and Media Literacy</b></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>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 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>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<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>		<b><u>Sample Stems</u></b> How does the writer use emotion to get people to learn about the impact of trash on the environment?  How does the use of color impact the feeling of the reader? (positively/negatively)  How does the music impact the feeling of the target audience? (positively/negatively)

## Grade 4 English Language Arts

Reading		4.R.4.A.b
<b>4 A MLS b</b>	<p><b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b></p> <p><b>Digital and Media Literacy</b></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><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<p>The student will, by understanding the media and its components (words, images, graphics, sounds), explain how various design techniques used in print and digital media influence the message.</p>		<u><b>Item Format</b></u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<u><b>Text Types</b></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><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Design techniques: e.g., pacing, close-ups, sound effects</p>		<p>How does this ad try to get people to buy shoes? (display an ad)</p>
		<p>How do the words influence the audience?</p>
		<p>What impact does the music have on the message of the video?</p>

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Reading		4.R.4.A.d
<b>4</b>	<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b>	
<b>A</b>	<b>Digital and Media Literacy</b>	
<b>MLS</b>	Read to develop an understanding of media and its components by:	
<b>d</b>	explaining text structures and graphics features of a web page and how they help readers to comprehend text	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will explain the text structures of a web page.		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
The student will explain the graphic features of a web page.		
The student will explain how the text structures of a webpage help readers comprehend text.		
The student will explain how the graphic features of a webpage help readers comprehend text.		
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
For this standard, the intended use of <i>text structures</i> mean “text features.”		<b><u>Sample Stems</u></b> Josh wants to write an information piece about nutrition for goats. Which link should he click on the web page? Mabel wants to send an email to a staff member at Becky-David; which link allows her to email a staff member? Which icon should you click to print off your report? (display pictures of different online icons)
Text structures as meant in this standard: e.g., subheadings, links, sidebars, page or site design, audio/video clips		
Graphic features: e.g., illustrations, graphs, charts, maps, photos		



## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Reading Foundations		4.RF.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Understand how English is written and read.</b> <b>Phonics</b> Develop phonics in the reading process by: reading root words, prefixes, and suffixes and important words from specific content curricula	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 1
The student will read root words, prefixes, and/or suffixes from specific content curricula text.  The student will read important words from specific content curricula text.		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></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><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Assessed at the local level This expectation is built upon 2.RF.3.A.f		

## Grade 4 English Language Arts

Reading Foundations		4.RF.4.A.a
<b>4</b>	<b>Understand how English is written and read.</b>	
<b>A</b>	<b>Fluency</b>	
<b>MLS</b>	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	
<b>a</b>	use context to confirm or self-correct word recognition and understanding, rereading as necessary	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing).		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
The student will read appropriate texts for a purpose.		
The student will read appropriate texts for comprehension.		
The student will use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Large-scale assessment is possible for checking student’s <b>reading for purpose</b> and comprehension- other aspects of the expectation should be assessed at the local level.		What is the purpose of reading a news article on recycling?  Erica waited excitedly to read the next book in the <i>Percy Jackson</i> series. What was her purpose for reading the book? a. to learn b. to entertain c. to persuade d. to inform

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.1.A.a</b>
<b>1 A MLS a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Prewriting</b></p> <p>Follow a writing process to plan a first draft by:</p> <p>selecting a genre appropriate for conveying the purpose to an intended audience</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will plan the first draft of a text by selecting a genre appropriate for conveying the purpose to an intended audience.</p>		2
		<b><u>Item Format</u></b>
		<p>Selected Response</p> <p>Technology Enhanced</p> <p>Writing Prompt</p>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Instructional implication: Classroom instruction should include information on purpose and audience.</p>		<p>Which type of writing would work best for the assignment?</p>
		<p>Juanita is planning to write facts about killer whales. Which genre should she use for her writing?</p> <ul style="list-style-type: none"> <li>a. narrative</li> <li>b. nonfiction</li> <li>c. opinion</li> <li>d. story</li> </ul>

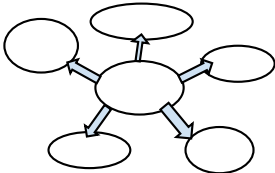
## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Writing		4.W.1.A.c	
<b>1</b> <b>A</b> <b>MLS</b> <b>c</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Prewriting</b></p> <p>Follow a writing process to plan a first draft by:</p> <p>accessing prior knowledge or building background knowledge related to the topic</p>		
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u>	
<p>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.</p> <p>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.</p>		1	
		<u><b>Item Format</b></u>	
		<p>Selected Response</p> <p>Technology Enhanced</p> <p>Constructed Response</p> <p>Writing Prompt</p>	
		<u><b>Text Types</b></u>	
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>	
Assessed at the local level			

# Grade 4 English Language Arts

Writing		4.W.1.A.d
<b>1</b> <b>A</b> <b>MLS</b> <b>d</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Prewriting</b> Follow a writing process to plan a first draft by: using a prewriting strategy	
<u><b>Expectation Unwrapped</b></u>  The student will use a prewriting strategy to plan a first draft of a text appropriate for audience and purpose.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Technology Enhanced Constructed Response Writing Prompt
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Prewriting strategy: e.g., brainstorming, graphic organizers, logs, journals, discussions		<u><b>Sample Stems</b></u>  Edward is writing a report about fruit; which two items on his web does he need to change? (celery/spinach)
		

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.1.B.a</b>
<b>1 B MLS a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>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</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will generate a main idea to support a multiple-paragraph text appropriate for audience and purpose.</p> <p>The student will use a variety of sentence types, including compound, in a text.</p>		2
		<b><u>Item Format</u></b>
		<p>Selected Response Technology Enhanced Constructed Response Writing Prompt</p>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>For assessment purposes, use a grade-level appropriate verb instead of “generate.” Drafting expectations apply to all genres of writing.</p>		<p>Which sentence would be the <b>best</b> introduction for the piece?</p> <p>Which sentence should come first in the paragraph?</p> <p>Which sentence best introduces the topic?</p>



## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.1.B.b</b>
<b>1 B MLS b</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>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</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will establish the 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 the main idea when developing a draft of a text appropriate for audience and purpose.</p>		2
		<b><u>Item Format</u></b>
		Selected Response Technology Enhanced Constructed Response Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Drafting expectations apply to all genres of writing.		Which topic sentence best supports the main idea of the text?

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Writing		4.W.1.B.d
<b>1 B MLS d</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u>
The student will address an appropriate audience when developing a draft of a text.		2
		<u><b>Item Format</b></u>
		Selected Response Technology Enhanced Constructed Response Writing Prompt
<u><b>Text Types</b></u>		
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Drafting expectations apply to all genres of writing.		Letter addressed: Dear _____, Select the (two) best people to receive this letter. Which sentence should be removed from the report because the language is too informal? Which two groups are the target audience for this piece?

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
	<p>Which sentence is the least appropriate for the audience and purpose of the paragraph?</p> <p>The purpose of this piece is to _____.</p> <p>The email is to a state representative about the need for more time for recess; which sentence might a teacher ask the student to remove?</p>

## Grade 4 English Language Arts

Writing		4.W.1.C.b
<b>1</b> <b>C</b> <b>MLS</b> <b>b</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Revise/Edit</b></p> <p>Reread, revise, and edit drafts with assistance to: edit for language conventions</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u>
<p>The student will edit for language conventions in drafts of text.</p>		2
		<u><b>Item Format</b></u>
		<p>Selected</p> <p>Response Technology Enhanced Constructed Response Writing Prompt</p>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u>
<p>Refer to the Language Convention Standards.</p>		<p style="text-align: center;"><u><b>Sample Stems</b></u></p> <p>What is wrong with sentence _____?</p> <p>Which of the following contains a punctuation error?</p> <p>The following passage contains grammatical errors; rewrite the passage correctly.</p>

## Grade 4 English Language Arts

Writing		4.W.1.D.a
<b>1 D MLS a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Produce/Publish and Share Writing</b></p> <p>With assistance from adults/peers: use technology, including the Internet, to produce and publish writing</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u>
<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>		3
		<u><b>Item Format</b></u>
		<p>Selected Response</p> <p>Technology Enhanced</p> <p>Constructed Response</p> <p>Writing Prompt</p>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u>
<p>Assessed at the local level</p>		<u><b>Sample Stems</b></u>

## Grade 4 English Language Arts

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



## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.2.A.a</b>
<b>2 A MLS a</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that: introduce a topic or text being studied, using an introductory paragraph</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<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>		3
		<p><b><u>Item Format</u></b></p> <p>Selected</p> <p>Response Technology Enhanced Constructed Response Writing Prompt</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
		<b><u>Sample Stems</u></b>
		<p>Think about a topic or issue that you know and care about. Write an opinion or argumentative text. You may use information from an outside source to support your opinion. Be sure to think about your audience and purpose as you write.</p>

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.2.A.b</b>
<b>2 A MLS b</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></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>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<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>		3
		<p><b><u>Item Format</u></b></p> <p>Selected</p> <p>Response Technology</p> <p>Enhanced</p> <p>Constructed Response</p> <p>Writing Prompt</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
<p>The student should be presented with 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>		<b><u>Sample Stems</u></b>
		<p>The teachers in your school are planning activities for students. Write an essay for your teacher in which you give your opinion about whether teachers should do activities to improve the school. Use the information from the passages in your essay.</p>

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.2.A.c</b>
<b>2 A MLS c</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that: use specific and accurate words that are related to the topic, audience, and purpose</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>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 of an opinion text.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response Technology Enhanced Constructed Response Writing Prompt</p>
<b><u>Text Types</u></b>		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>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.</p>		<p>Now that you have read “A Regular Allowance for Doing Chores” and “Allowance as a Reward,” create a plan and write an opinion essay.</p> <p>People have different ideas about giving and receiving an allowance. Some experts and parents believe it is a good idea, while others do not.</p> <p>Think about the two passages. Then write an essay that gives your opinion about which argument about allowances is better supported by facts.</p>

## Grade 4 English Language Arts

Be sure to use information from the passages in your piece.

## Grade 4 English Language Arts

Writing		4.W.2.A.d
<b>2</b> <b>A</b> <b>MLS</b> <b>d</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Opinion/Argumentative</b> Write opinion texts that: contain information using student’s original language except when using direct quotation from a source	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will write opinion texts that contain information using the student’s original language.  The student will write opinion texts using direct quotations from a source.		2
		<b><u>Item Format</u></b> Selected Response Technology Enhanced Constructed Response Writing Prompt
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
		<b><u>Sample Stems</u></b>
		Now that you have read “A Regular Allowance for Doing Chores” and “Allowance as a Reward,” create a plan and write an opinion essay.  People have different ideas about giving and receiving an allowance. Some experts and parents believe it is a good idea, while others do not.  Think about the two passages. Then write an essay that gives your opinion about which argument about allowances is better supported by facts.  Yuanita sees an interesting sentence in a newspaper article she is reading. She wants to use the exact same sentence in a report

## Grade 4 English Language Arts

	she is writing. What should she do?
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## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Writing		4.W.2.A.f
<b>2</b> <b>A</b> <b>MLS</b> <b>f</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Opinion/Argumentative</b> Write opinion texts that: use transitions to connect opinion and reason	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will use transitions appropriate for audience and purpose to connect opinion and reason.		<u><b>Item Format</b></u> Selected Response Technology Enhanced Constructed Response Writing Prompt
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Transitions: e.g., for instance, in order to, in addition, in summary, in other words, in conclusion		Choose the best words to connect the piece.  Which is the BEST sentence to transition the piece? (give students choice using different transition words)



## Grade 4 English Language Arts

Writing		4.W.2.A.g
<b>2</b>  <b>A</b>  <b>MLS</b>  <b>g</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<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>		<u><b>Item Format</b></u> Selected Response Technology Enhanced Constructed Response Writing Prompt
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u> Show students an opinion piece; some of the paragraphs are arranged logically and others illogically. Ask students to choose the paragraphs that are arranged logically.  Have students arrange sentences into a logical paragraph. (could be drag and drop)

## Grade 4 English Language Arts

Writing		4.W.2.B.a
<b>2</b>  <b>B</b>  <b>MLS</b>  <b>a</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that:</p> <p>introduce a topic using a topic sentence in an introductory paragraph</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<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><b>Item Format</b></u> Selected Response Technology Enhanced Constructed Response Writing Prompt
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u> Some animals, such as dogs and kittens, can develop special relationships. Think about the ideas in the two passages. Then write an informational/explanatory essay in your own words about how a dog that just had puppies might care for a litter of new kittens. Be sure to use information from the passages in your essay.

## Grade 4 English Language Arts

Writing		4.W.2.B.b
<b>2</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></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>	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <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>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced Constructed Response Writing Prompt</p> <hr/> <p style="text-align: center;"><b><u>Text Types</u></b></p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Sources: e.g., speakers, books, newspapers, digital media sources</p>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p> <p>Some animals, such as dogs and kittens, can develop special relationships. Think about the ideas in the two passages. Then write an informational/explanatory essay in your own words about how a dog that just had puppies might care for a litter of new kittens. Be sure to use information from the passages in your essay.</p>

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.2.B.c</b>
<b>2</b> <b>B</b> <b>MLS</b> <b>c</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></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><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u>
<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>		3
		<u><b>Item Format</b></u>
		<p>Selected</p> <p>Response Technology</p> <p>Enhanced</p> <p>Constructed Response</p> <p>Writing Prompt</p>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u>
<p>The writing prompt should state the topic, audience, and purpose.</p>		<u><b>Sample Stems</b></u>
		<p>Write a letter to a pen pal in another country about what life is like in a fourth-grade classroom in the United States.</p>

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.2.B.d</b>
<b>2 B MLS d</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: contain information using student’s original language except when using direct quotations from a source</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will write informative/explanatory texts that contain information using the student’s original language.</p> <p>The student will write informative/explanatory texts using direct quotations from a source.</p>		2
		<b><u>Item Format</u></b>
		<p>Selected Response Technology Enhanced Constructed Response Writing Prompt</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
		<p>Some animals, such as dogs and kittens, can develop special relationships. Think about the ideas in the two passages. Then write an informational/explanatory essay in your own words about how a dog that just had puppies might care for a litter of new kittens. Be sure to use information from the passages in your essay.</p>

## Grade 4 English Language Arts

Writing		4.W.2.B.e
<b>2 B MLS e</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: use transitions to connect categories of information</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u>
<p>The student will use transitions to connect categories of information appropriate for the audience and purpose in informative/explanatory texts.</p>		3
		<u><b>Item Format</b></u>
		<p>Selected Response Technology Enhanced Constructed Response Writing Prompt</p>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u>
<p>Categories of information: e.g., in addition, in summary, in other words, in conclusion</p>		<u><b>Sample Stems</b></u>
		<p>Choose the best words to connect the piece.</p> <p>Which is the BEST sentence to transition the piece? (give students choice using different transition words)</p>

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.2.B.g</b>
<b>2 B MLS g</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: create a concluding paragraph related to the information</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will create a concluding paragraph appropriate for audience and purpose related to the information in informative/explanatory texts.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response Technology Enhanced Constructed Response Writing Prompt</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
		<p>Some animals, such as dogs and kittens, can develop special relationships. Think about the ideas in the two passages. Then write an informational/explanatory essay in your own words about how a dog that just had puppies might care for a litter of new kittens. Be sure to use information from the passages in your essay.</p>



## Grade 4 English Language Arts

Writing		4.W.2.C.a
<b>2</b>  <b>C</b>  <b>MLS</b>  <b>a</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></p> <p>Write fiction or non-fiction narratives and poems that:</p> <p>establish a setting and situation/topic and introduce a narrator and/or characters</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<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>		3
		<b><u>Item Format</u></b>
		<p>Selected</p> <p>Response Technology</p> <p>Enhanced</p> <p>Constructed Response</p> <p>Writing Prompt</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
		<p>Your school writing club is creating an online magazine that is a collection of fictional stories about the great outdoors. For your story, imagine that you are hiking in the Grand Canyon National Park. In your story tell about an exciting adventure that you have during your hike. The online magazine will be read by parents, teachers, and other students in your school. When writing your story, find ways to use details from the resources provided to improve your story. Make sure you develop your character(s), the setting, and the plot. Use details, dialogue, and description when needed.</p>

## Grade 4 English Language Arts

Writing		4.W.2.C.b
<b>2</b> <b>C</b> <b>MLS</b> <b>b</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: use narrative techniques, such as dialogue, motivation, and descriptions	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></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><b>Item Format</b></u> Selected Response Technology Enhanced Constructed Response Writing Prompt
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u>
Motivation: e.g., thoughts and feelings		<u><b>Sample Stems</b></u> Your school writing club is creating an online magazine that is a collection of fictional stories about the great outdoors. For your story, imagine that you are hiking in the Grand Canyon National Park. In your story tell about an exciting adventure that you have during your hike. The online magazine will be read by parents, teachers, and other students in your school. When writing your story, find ways to use details from the resources provided to improve your story. Make sure you develop your character(s), the setting, and the plot. Use details, dialogue, and description when needed.

## Grade 4 English Language Arts

Writing		4.W.2.C.c
<b>2</b>  <b>C</b>  <b>MLS</b>  <b>c</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: organize an event sequence that unfolds naturally to establish a beginning/middle/end	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<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><b>Item Format</b></u> Selected Response Technology Enhanced Constructed Response Writing Prompt
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u> Your school writing club is creating an online magazine that is a collection of fictional stories about the great outdoors. For your story, imagine that you are hiking in the Grand Canyon National Park. In your story tell about an exciting adventure that you have during your hike. The online magazine will be read by parents, teachers, and other students in your school. When writing your story, find ways to use details from the resources provided to improve your story. Make sure you develop your character(s), the setting, and the plot. Use details, dialogue, and description when needed.

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.2.C.d</b>
<b>2</b> <b>C</b> <b>MLS</b> <b>d</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></p> <p>Write fiction or non-fiction narratives and poems that: use a variety of transitions to manage the sequence of events</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<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>		3
		<b><u>Item Format</u></b>
		<p>Selected</p> <p>Response Technology</p> <p>Enhanced</p> <p>Constructed Response</p> <p>Writing Prompt</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
<p>Transitions: e.g., after we ate, a moment later, shortly after my nap</p>		<b><u>Sample Stems</u></b>
		<p>Your school writing club is creating an online magazine that is a collection of fictional stories about the great outdoors. For your story, imagine that you are hiking in the Grand Canyon National Park. In your story tell about an exciting adventure that you have during your hike. The online magazine will be read by parents, teachers, and other students in your school. When writing your story, find ways to use details from the resources provided to improve your story. Make sure you</p>

## Grade 4 English Language Arts

develop your character(s), the setting, and the plot. Use details, dialogue, and description when needed.

Which sentence in the story is in the wrong place?

Choose the best (transition word or phrase) to go in the blank.

## Grade 4 English Language Arts

Writing		4.W.2.C.e
<b>2 C MLS e</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></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>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<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>		3
		<b><u>Item Format</u></b>
		<p>Selected Response</p> <p>Technology Enhanced</p> <p>Constructed Response</p> <p>Writing Prompt</p>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>The writing prompt should state the topic, audience, and purpose.</p> <p>Words: e.g., figurative language, sensory details, domain-specific words</p>		<p>Your school writing club is creating an online magazine that is a collection of fictional stories about the great outdoors. For your story, imagine that you are hiking in the Grand Canyon National Park. In your story tell about an exciting adventure that you have during your hike. The online magazine will be read by parents, teachers, and other students in your school. When writing your story, find ways to use details from the resources provided to improve your story. Make sure you develop your character(s), the setting, and the plot. Use details, dialogue, and description when needed.</p>

## Grade 4 English Language Arts

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

# Grade 4 English Language Arts

Writing		4.W.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources. Research Process</b> Apply research process to: create a research question to address relevant to a chosen topic	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
The student will create a research question to address relevant to a chosen topic.		<u><b>Item Format</b></u> Selected response Constructed response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u> Which is the best research question?  Which ___ should the student select in order to find information about ___?  Students are writing a report about ___. To prepare for research they have to develop a list of questions. Which of their questions is the most helpful for researching the topic?



## Grade 4 English Language Arts

Writing		4.W.3.A.c
<b>3</b> <b>A</b> <b>MLS</b> <b>c</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: identify a variety of relevant sources, literary and informational	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
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><b>Item Format</b></u> Selected response Constructed response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Sources: e.g., digital, print, visual sources, interviews		Choose two sources that best support ____ research.  Which of the following sources would be best for the students to use to gather more research for ____?  Which sources would most likely have information to help the students gather information for the report?

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.3.A.d</b>
<b>3 A MLS d</b>	<p><b>Gather, analyze, evaluate, and use information from a variety of sources.</b></p> <p><b>Research Process</b></p> <p>Apply research process to: use organizational features of print and digital sources efficiently to locate information</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will use organizational features efficiently to locate information from a variety of print sources for research.</p> <p>The student will use organizational features efficiently to locate information from a variety of digital sources for research.</p>		2
		<b><u>Item Format</u></b>
		<p>Selected response Constructed response Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
<p>Features: e.g., table of contents, indices, glossaries, website headings and links</p>		<b><u>Sample Stems</u></b>
		<p>Amanda is trying to quickly locate information about the habitat of tigers. Where should she look in her book to locate that information quickly?</p>
		<p>Kyle is reading an article online about farms in Montana. He is trying to locate information on the types of jobs on Montana farms within the article. Where could he look to locate that information?</p> <p>Melinda is searching her school website for the principal's name. Where could she look to locate that information?</p>

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.3.A.e</b>
<b>3 A MLS e</b>	<p><b>Gather, analyze, evaluate, and use information from a variety of sources.</b></p> <p><b>Research Process</b></p> <p>Apply research process to: convert graphic/visual data into written notes</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u>
<p>The student will convert visual data into written notes during research.</p> <p>The student will convert visual data into written notes during research.</p>		2
		<u><b>Item Format</b></u>
		<p>Selected response</p> <p>Constructed response</p> <p>Technology Enhanced</p>
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Graphic/visual data: e.g., charts, diagrams, timelines</p>		<p>Based on the graph, which note is accurate?</p> <p>Which sentences are the best examples of student notes from this source?</p> <p>What information could Jeffrey gain from the graph?</p>

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.3.A.f</b>
<b>3 A MLS f</b>	<p><b>Gather, analyze, evaluate, and use information from a variety of sources.</b></p> <p><b>Research Process</b></p> <p>Apply research process to: determine the accuracy of the information gathered</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will determine the accuracy of the information gathered from a variety of sources when researching.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected response Constructed response Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
		<p>What is one way for Pete to decide what would be a better source?</p>
		<p>Keisha is looking for sources to write a research paper on the <i>Titanic</i>, and she finds this passage on a website. Explain whether the passage is good enough to use in a research paper for school. Use details from the passage to support your answer.</p>

## Grade 4 English Language Arts

Writing		4.W.3.A.g
<b>3 A MLS g</b>	<p><b>Gather, analyze, evaluate, and use information from a variety of sources.</b></p> <p><b>Research Process</b></p> <p>Apply research process to: differentiate between paraphrasing and plagiarism when using ideas of others</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
The student will differentiate between paraphrasing and plagiarism when using ideas of others during research.		<u><b>Item Format</b></u> Selected response Constructed response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u> Which part of the report is plagiarized? How do you know?  Determine which notes are plagiarized and which are paraphrased.  Michelle wants to use the highlighted sentence from the article in her paper; which sentence below best paraphrases the information?

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

<b>Writing</b>		<b>4.W.3.A.i</b>
<b>3 A MLS i</b>	<p><b>Gather, analyze, evaluate, and use information from a variety of sources.</b></p> <p><b>Research Process</b></p> <p>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</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<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>		3
		<b><u>Item Format</u></b>
		Constructed Response
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Assessed at the local level		

## Grade 4 English Language Arts

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



## Grade 4 English Language Arts

Language		4.L.1.A.b
<b>1</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use and order adjectives within sentences to conventional patterns	
<u><b>Expectation Unwrapped</b></u>  The student will use and order adjectives within sentences to conventional patterns in speech and written form according to English language conventions.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Outside source information for the 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 places of origin, or material), purpose or qualifier		<u><b>Sample Stems</b></u>  Which sentence uses the correct order of adjectives?  How should the sentence be rewritten so the adjectives are in the correct order?

## Grade 4 English Language Arts

Language		4.L.1.A.c
<b>1</b> <b>A</b> <b>MLS</b> <b>c</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use progressive verbs to show past, present, and future	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 1
The student will use progressive verbs to show past tense in speech and written form according to English language conventions.  The student will use progressive verbs to show present tense in speech and written form according to English language conventions.  The student will use progressive verbs to show future tense in speech and written form according to English language conventions.		<u><b>Item Format</b></u> Selected Response Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u>
Past, present, future: e.g., I was reading. I am reading. I will be reading		<u><b>Sample Stems</b></u>  Choose the verb tense that best completes the sentence.  Complete the sentence by typing in the correct progressive form of the verb <u>entertain</u> in the box.  What tense is the verb <u>was playing</u> ?  Which verb correctly matches the tense of the sentence within the text?

## Grade 4 English Language Arts

Language		4.L.1.A.d
<b>1</b> <b>A</b> <b>MLS</b> <b>d</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use adverbs in writing	
<u><b>Expectation Unwrapped</b></u>  The student will use adverbs in writing according to English language conventions.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Adverbs: e.g., quickly, fast, not, very		<u><b>Sample Stems</b></u>  Select the correct form of the adverb for the sentence.  Select the correct superlative form of the adverb <u>far</u> in the sentence below.

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Language		4.L.1.A.g
<b>1</b> <b>A</b> <b>MLS</b> <b>g</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Grammar</b></p> <p>In speech and written form, apply standard English grammar to:</p> <p>recognize the difference between and use coordinating conjunctions and subordinating conjunctions</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></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><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Coordinating conjunctions: e.g., for, and, nor, but, or, yet, so</p> <p>Subordinating conjunctions: e.g., when, because, if, while</p>		<p>What is the best way to combine the two sentences?</p> <p>How can a conjunction <b>best</b> be used to <b>combine</b> two sentences without changing the meaning?</p>

## Grade 4 English Language Arts

Language		4.L.1.A.h
<b>1</b> <b>A</b> <b>MLS</b> <b>h</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Grammar</b></p> <p>In speech and written form, apply standard English grammar to:</p> <p>produce and expand the complete simple and compound four types of sentences</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></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><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>The four-sentence types are listed in the third- grade language standards and in the fifth-grade language standards examples.</p>		<p>Which of the following is an interrogative sentence? (could use any of the types of sentences in this question)</p> <p>Which of the following sentences is a compound sentence? What evidence do you have to support your answer?</p> <p>What is the best way to combine the sentences?</p>

## Grade 4 English Language Arts

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



# Grade 4 English Language Arts

Language		4.L.1.B.a
<b>1</b> <b>B</b> <b>MLS</b> <b>a</b>	<b>Communicate using conventions of English language.</b> <b>Punctuation, Capitalization, Spelling</b> In written text: write legibly	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 1
The student will write legibly.		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Assessed at the local level		

## Grade 4 English Language Arts

Language		4.L.1.B.b
<b>1</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: punctuate a dialogue between two or more characters</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 1
<p>The student will punctuate a dialogue between two or more characters according to English language conventions.</p>		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u> Which sentence is punctuated correctly?  The following passage is missing punctuation; correct the passage.  Which text from the passage needs to have punctuation marks around it?

## Grade 4 English Language Arts

Language		4.L.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>c</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: insert a comma before a coordinating conjunction in a compound sentence</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 1
<p>The student will insert a comma before a coordinating conjunction in a compound sentence according to English language conventions.</p>		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Coordinating conjunctions: e.g., and, but, for, nor, or, so yet</p>		<p>Which sentence is punctuated correctly?</p> <p>What is the best way to punctuate the sentence?</p> <p>Where does a comma need to be placed in this sentence?</p>

## Grade 4 English Language Arts

Language		4.L.1.B.d
<b>1</b> <b>B</b> <b>MLS</b> <b>d</b>	<b>Communicate using conventions of English language.</b> <b>Punctuation, Capitalization, Spelling</b> In written text: capitalize proper adjectives	
<u><b>Expectation Unwrapped</b></u>  The student will capitalize proper adjectives according to English language conventions.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u> Proper adjective: e.g., German chocolate cake, Missouri Capitol		<u><b>Sample Stems</b></u> Which sentence has correct capitalization?  Choose the group of words that are capitalized correctly.

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

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



## Grade 4 English Language Arts

Language		4.L.1.B.i
<b>1</b> <b>B</b> <b>MLS</b> <b>i</b>	<b>Communicate using conventions of English language.</b> <b>Punctuation, Capitalization, Spelling</b> 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	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <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>		<b><u>DOK Ceiling</u></b> 1
		<b><u>Item Format</u></b> Selected Response
		<b><u>Text Types</u></b>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Assessed at the local level</p> <p>Partially assessable large-scale: spelling multisyllabic words and spelling words with knowledge of morphology.</p>		<b><u>Sample Stems</u></b>

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Speaking/Listening		4.SL.1.A.b
<b>1</b>	<b>Listen for a purpose.</b>	
<b>A</b>	<b>Purpose</b>	
<b>MLS</b>	Develop and apply effective listening skills and strategies in formal and informal settings by:	
<b>b</b>	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	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will pose specific questions to clarify or follow up on information in formal and informal settings.		3
The student will respond to specific questions to clarify or follow up on information in formal and informal settings.		<b><u>Item Format</u></b>
The student will make comments that contribute to the discussion in formal and informal settings.		Selected Response
The student will link to the remarks of others in formal and informal settings.		Technology Enhanced
		<b><u>Text Types</u></b>
		Audio clip: may include nonfiction, fables, poetry
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
		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 with Carrie's statement?
		Which option below supports your answer?

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Speaking/Listening		4.SL.2.A.a
<b>2</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Listen for entertainment.</b> <b>Entertainment</b> 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><b>Expectation Unwrapped</b></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><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Constructed Response Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Assessed at the local level Active listening rules: e.g., sit up, lean in, ask questions, nod, track the speaker		<u><b>Sample Stems</b></u>

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Speaking/Listening		4.SL.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Speak effectively in collaborative discussions.</b></p> <p><b>Collaborative Discussions</b></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><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></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><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
		<u><b>Sample Stems</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		
Assessed at the local level		

## Grade 4 English Language Arts

Speaking/Listening		4.SL.4.A.a
<b>4</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Speak effectively when presenting.</b></p> <p><b>Presenting</b></p> <p>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>	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></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>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Assessed at the local level Stimulus type: media that require an auditory component (e.g., oral presentations, live discussions, videos, audio recordings)</p>		<p><b><u>Sample Stems</u></b></p>



## Grade 4 English Language Arts

Speaking/Listening		4.SL.4.A.b
<b>4 A MLS b</b>	<p><b>Speak effectively when presenting.</b></p> <p><b>Presenting</b></p> <p>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>	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></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>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Assessed at the local level Available resources: e.g., technology</p>		<p><b><u>Sample Stems</u></b></p>

## Grade 4 English Language Arts

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

## Grade 4 English Language Arts

Speaking/Listening		4.SL.4.A.d
<b>4</b> <b>A</b> <b>MLS</b> <b>d</b>	<p><b>Speak effectively when presenting.</b></p> <p><b>Presenting</b></p> <p>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>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
<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><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Assessed at the local level</p>		

## Grade 4 English Language Arts

Speaking/Listening		4.SL.4.A.e
<b>4</b> <b>A</b> <b>MLS</b> <b>e</b>	<p><b>Speak effectively when presenting.</b></p> <p><b>Presenting</b></p> <p>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>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 1
<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><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Assessed at the local level		

## Grade 4 English Language Arts

Speaking/Listening		4.SL.4.A.f
<b>4</b> <b>A</b> <b>MLS</b> <b>f</b>	<p><b>Speak effectively when presenting.</b></p> <p><b>Presenting</b></p> <p>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>	
<p style="text-align: center;"><u><b>Expectation Unwrapped</b></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>		<p><u><b>DOK Ceiling</b></u></p> <p>2</p>
		<p><u><b>Item Format</b></u></p> <p>Performance Event</p>
		<p><u><b>Text Types</b></u></p>
<p style="text-align: center;"><u><b>Content Limits/Assessment Boundaries</b></u></p> <p>Assessed at the local level</p>		<p><u><b>Sample Stems</b></u></p>