

<b>Demonstrates Grade Appropriate Word Identification—Grade 4</b>	
RL.04.04 RI.04.04 RF.04.03	
Text Type: Literature or Informational	
Level 4.0 In addition to Level 3.0 performance, the student goes beyond what was taught:	Students should be able to thoroughly perform tasks with texts of unusually high complexity.
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
<b>Level 3.0</b>  <b>PROFICIENCY TARGET</b>	<b>Students should be able to adequately perform tasks with texts of moderate to high complexity.</b> <ul style="list-style-type: none"> <li>• <b>Determines meaning of words and phrases in text (RL.04.04, RI.04.04)</b></li> <li>• <b>Apply concepts of letter-sound correspondence to accurately read unfamiliar multisyllabic words in and out of context (RF.04.03)</b></li> <li>• <b>Differentiate between Tier 1 (basic), Tier 2 (academic), and Tier 3 (domain specific) vocabulary words (RL.04.04, RI.04.04)</b></li> </ul>
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	Students should be able to partially perform tasks with texts of moderate complexity.
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	Students should be able to minimally perform tasks with texts of low complexity. (May require teacher support for task)
Level 0.5	<b>With help</b> , a partial understanding of <b>some</b> of the 2.0 content and <b>none</b> of the 3.0 content.

<b>DEMONSTRATES GRADE APPROPRIATE WORD IDENTIFICATION</b>		
<b>RL.04.04</b>		
<b>RI.04.04</b>		
<b>RF.04.03</b>		
<b>Standard</b>	<b>Student action</b>	<b>Content Elements to Teach</b>
RL.04.04/ RI.04.04	Determine meaning of words and phrases in a text	<ul style="list-style-type: none"><li>• Figurative language (metaphors/similes, idioms, connotative meanings)</li><li>• Context clues</li><li>• Word relationships (antonyms, homographs)</li><li>• Word structure (Greek/Latin roots, affixes)</li><li>• Use of resources (dictionary, thesaurus)</li><li>• Explicit vocabulary instruction</li><li>• Basic (tier 1), general academic (tier 2), and domain specific vocabulary (tier 3)</li></ul>
RF.04.03	Apply concepts of letter-sound correspondence to accurately read unfamiliar multisyllabic words in and out of context	<ul style="list-style-type: none"><li>• Letter sound correspondence</li><li>• Syllabication patterns</li><li>• Morphology (roots and affixes)</li><li>• Word families (relatives, synonyms, extensions, word walls)</li></ul>