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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
Key Ideas and Textual Support/Vocabulary				
4.RL.2.1.a.1	Refer to details and examples in a text when explaining what the text says explicitly.	Utilizing visual supports, select details and examples in a text when explaining what the text says in a low-complexity text.	Identify details and examples in a text when explaining what the text says explicitly in a low-complexity text.	Identify details and examples in a text when explaining what the text says explicitly in a moderate-complexity text.
4.RL.2.1.a.2	Refer to details and examples in a text when drawing basic inferences from a work of literature.	Utilizing visual supports, select a detail or example when drawing a basic inference in a low-complexity text.	Select details and examples when drawing basic inferences in a low-complexity text.	Select details and examples when drawing basic inferences in a moderate-complexity text.
4.RL.2.2.a.1	Paraphrase or retell the main events in a story, myth, legend, or novel.	With supports, retell a main event in a story, myth, legend, or novel in a low-complexity text.	With support, retell the main events in a story, myth, legend, or novel in a low-complexity text.	Paraphrase or retell the main events in a story, myth, legend, or novel in a moderate-complexity text.
4.RL.2.2.a.2	Identify the theme within a story, myth, legend or novel.	Utilizing visual supports, identify the theme within a story, myth, legend or novel in a low-complexity text.	Identify the theme within a story, myth, legend or novel in a low-complexity text.	Identify the theme within a story, myth, legend or novel in a moderate-complexity text.
4.RL.2.2.a.3	Provide evidence for the interpretation of the theme.	Utilizing visual supports, identify evidence for the interpretation of the theme in a low-complexity text.	Identify evidence for the interpretation of the theme in a low-complexity text.	Provide evidence for the interpretation of the theme in a moderate-complexity text.
4.RL.2.3.a.1	Describe a character, setting, or event in a story or play, drawing on specific details in the text.	With supports when given specific details, match them with the character, setting, or event in a low-complexity text.	With supports, describe a character, setting, or event using specific details in a low-complexity text.	Describe a character, setting, or event in a story or play, drawing on specific details in a moderate-complexity text.
4.RL.2.3.a.2	Explain how a character, setting, or event impacts the plot.	Utilizing visual supports, identify how a character, setting, or event impacts the plot in a low-complexity text.	Explain how a character, setting, or event impacts the plot in a low-complexity text.	Explain how a character, setting, or event impacts the plot in a moderate-complexity text.

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4.RN.2.1.a.1	Refer to details and examples in a text when explaining what the text says explicitly.	Utilizing visual supports, identify a detail or example when explaining what the text says in a low-complexity text.	Identify details and examples when explaining what the text says explicitly in a low-complexity text.	Refer to details and examples when explaining what the text says explicitly in a moderate-complexity text.
4.RN.2.1.a.2	Refer to details and examples in a text when drawing inferences from the text.	Utilizing visual supports, identify a detail or example in a text when drawing inferences from the text in a low-complexity text.	Identify details and examples in a text when drawing inferences from the text in a low-complexity text.	Refer to details and examples in a text when drawing inferences from the text in a moderate-complexity text.
4.RN.2.2.a.1	Determine the main idea of a text.	Utilizing visual supports, identify the main idea of a text when explicitly stated in a low-complexity text.	Determine the main idea of a text in a low-complexity text.	Determine the main idea of a text in a moderate-complexity text.
4.RN.2.2.a.2	Explain how the main idea is supported by key details.	Utilizing visual supports, identify the detail that matches the main idea when explicitly stated in a low-complexity text.	Identify the key details that support the main idea in a low-complexity text.	Explain how the main idea is supported by key details in a moderate-complexity text.
4.RN.2.2.a.3	Summarize the text.	Utilizing visual supports, identify the explicitly stated events that summarize a low-complexity text.	With supports, summarize a low-complexity text.	Summarize a moderate-complexity text.
4.RN.2.3.a.1	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	Using visual supports, identify a relationship between events, procedures, ideas, or concepts in a low-complexity historical, scientific, or technical text, based on specific information in the text.	Describe a relationship between events, procedures, ideas, or concepts in a low complexity historical, scientific, or technical text, based on specific information in the text.	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in a moderate-complexity text.
4.RV.2.1.a.1	Use context clues and text features to determine the meaning of unknown words.	Utilizing visual supports, use a context clue and/or text feature to determine the meaning of unknown words in a low-complexity text.	Use context clues and text features to determine the meaning of unknown words in a low-complexity text.	Use context clues and text features to determine the meaning of unknown words in a moderate-complexity text.
4.RV.2.2.a.1	Identify relationships among words, including homographs,	Utilizing visual supports, identify a relationship among words,	Identify relationships among words, including homographs,	Identify relationships among words, including homographs, homonyms,

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	homonyms, synonyms, antonyms, and multiple meanings.	including homographs, homonyms, synonyms, antonyms, and multiple meanings in a low-complexity text.	homonyms, synonyms, antonyms, and multiple meanings in a low-complexity text.	synonyms, antonyms, and multiple meanings in a moderate-complexity text.
4.RV.2.4.a.1	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	Utilizing visual supports, identify prefixes and/or suffixes of known words to help determine meaning.	When given a word bank of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), identify correct word meaning.	Utilize knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), to identify meaning of words.
4.RV.2.5.a.1	Identify the appropriate reference materials, print or digital, to use to find the pronunciation and clarify the meanings of words and phrases.	Utilizing visual supports, identify the appropriate print reference materials to use to find the pronunciation and clarify the meanings of words.	Identify the appropriate reference materials, print or digital, to use to find the pronunciation and clarify the meanings of words.	Identify the appropriate reference materials, print or digital, to use to find the pronunciation and clarify the meanings of words and phrases.
4.RV.3.1.a.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	Utilizing visual supports, identify words or phrases that provide meaning, including figurative language (e.g., similes, metaphors, or hyperbole) in isolation.	Recognize words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole) in a low-complexity text.	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole) in a moderate-complexity text.
4.RV.3.2.a.1	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text.	Utilizing visual supports, identify the meaning of a general academic and content-specific word in a nonfiction sentence.	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text in a low-complexity text.	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text in a moderate-complexity text.
4.RV.3.3.a.1	Explain the meanings of proverbs, adages, and idioms in context.	Utilizing visual supports, identify the meaning of a proverb, adage, or idiom in a sentence.	Describe the meaning of proverbs, adages, or idioms in a low-complexity text.	Explain the meaning of proverbs, adages, or idioms in a moderate-complexity text.
4.SL.3.1.a.1	Summarize the main ideas and supporting details of a text read aloud.	Utilizing visual supports, identify the main idea and a supporting detail explicitly stated in a low-complexity text read aloud.	With support, summarize the main idea and supporting details of a low-complexity text read aloud.	Summarize the main ideas and supporting details of a moderate-complexity text read aloud.

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4.SL.3.2.a.1	Identify evidence a speaker provides.	Utilizing visual supports, identify facts a speaker provides in a low-complexity presentation.	Identify evidence or facts a speaker provides in a low-complexity presentation.	Identify evidence a speaker provides in a moderate-complexity presentation.
4.SL.3.2.a.2	Use evidence a speaker provides to support particular points.	Utilizing supports, identify facts a speaker provides to support a particular point in a low-complexity presentation.	Identify evidence or facts a speaker provides to support particular points in a low-complexity presentation.	Use evidence a speaker provides to support particular points in a moderate-complexity presentation.
4.SL.3.1.a.2	Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually and quantitatively.	Utilize visual supports to identify a main idea and a supporting detail of information presented in diverse media and formats, including visually and quantitatively in a low-complexity presentation.	With support, summarize a main idea and supporting details of information presented in diverse media and formats, including visually and quantitatively in a low-complexity presentation.	Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually and quantitatively in a moderate-complexity presentation.
**Structural Elements/Connection of Ideas/Media Literacy**			
4.ML.2.1.a.1	Recognize claims in print, image, and multimedia.	Recognize explicit claims in print, image, and multimedia by identifying the given claim with visual supports.	Recognize explicit claims in print, image, and multimedia by identifying the given claim.	Recognize claims in print, image, and multimedia by identifying the given claim.
4.ML.2.1.a.2	Identify evidence used to support these claims.	Identify evidence used to support explicit claims in a low-complexity text with visual supports.	Identify evidence used to support explicit claims in a low-complexity text.	Identify evidence used to support explicit/non-explicit claims in a moderate-complexity text.
4.RL.3.1.a.1	Explain major differences between poems, plays, and prose.	Identify a difference between poems, plays, and prose with visual supports in low-complexity texts.	Using a graphic organizer, explain major differences between the elements of poems, plays, and prose in low-complexity texts.	Explain major differences between the elements of poems, plays, and prose in moderate-complexity texts.
4.RL.3.1.a.2	Refer to the structural elements of poems or drama.	Identify the basic structural elements of low-complexity poems or drama with supports (visual, word bank).	Identify the basic structural elements of low-complexity poems or drama.	Refer to the structural elements of poems or drama in moderate-complexity texts.

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4.RL.3.2.a.1	Compare and contrast the point of view from which different stories are narrated.	Identify the point of view from which different stories are narrated in a low-complexity text with visual supports.	Compare and contrast in a graphic organizer the point of view from which different stories are narrated in a low-complexity text.	Compare and contrast the point of view from which different stories are narrated in a moderate-complexity text.
4.RL.4.1.a.1	Identify how visual and multimedia presentations and representations can enhance the meaning of a text.	Identify a visual or multimedia presentation that enhances the meaning in a low-complexity text with support.	Identify how visual and multimedia presentations and representations can enhance the meaning of a low-complexity text.	Identify how visual and multimedia presentations and representations can enhance the meaning of a moderate-complexity text.
4.RL.4.2.a.1	Compare the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.	Given a graphic organizer, sort similar topics in two stories from different cultures in low-complexity texts.	Describe the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures in low-complexity texts.	Compare the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures in a moderate-complexity text.
4.RN.3.1.a.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	Locate information from a graphic text feature to gain meaning from a low-complexity text.	Identify text features to locate information and gain meaning from a low-complexity text (e.g., charts, tables, graphs, headings, subheadings, font/format).	Apply knowledge of text features to locate information and gain meaning from a moderate-complexity text (e.g., charts, tables, graphs, headings, subheadings, font/format).
4.RN.3.2.a.1	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	Identify the organizational structure (e.g., problem-solution or sequential) of events, ideas, concepts, or information in a low-complexity text with visual support.	Identify the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text with a low complexity.	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text with a moderate complexity.

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4.RN.3.3.a.1	Compare and contrast a firsthand and secondhand account of the same event or topic.	Given a graphic organizer, compare or contrast a firsthand and secondhand account of the same event or topic in a low-complexity text.	Given a graphic organizer, compare and contrast a firsthand and secondhand account of the same event or topic in a low-complexity text.	Compare and contrast a firsthand and secondhand account of the same event or topic in a moderate-complexity text.
4.RN.3.3.a.2	Describe the differences in focus and the information provided in firsthand and secondhand accounts.	Identify a difference in the information provided in firsthand and secondhand accounts in a low-complexity text with visual support.	Identify the differences in focus and the information provided in firsthand and secondhand accounts in a low-complexity text.	Describe the differences in focus and the information provided in firsthand and secondhand accounts in a moderate-complexity text.
4.RN.4.1.a.1	Distinguish between fact and opinion.	Utilizing visual supports, identify a fact or an opinion in a statement.	Utilizing a graphic organizer, classify between fact and opinion in a low-complexity text.	Distinguish between fact and opinion in a moderate-complexity text.
4.RN.4.1.a.2	Explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	Utilizing visual supports, identify the evidence explicitly stated that supports the author's claim.	Identify the evidence the author uses to support a statement or a position (claim) in a low-complexity text.	Explain how an author uses reasons and evidence to support a statement or position (claim) in a moderate-complexity text.
4.RN.4.2.a.1	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	Utilizing visual supports, identify the information from two statements on the same topic to demonstrate knowledge about the subject.	Given a graphic organizer, combine information from two texts on the same topic to demonstrate knowledge about the subject in a low-complexity text.	Combine information from two texts on the same topic to demonstrate knowledge about the subject in a moderate-complexity text.
Writing				
4.W.3.1.a.1	Introduce the topic or text within persuasive writing by stating an opinion.	With visual supports, identify an explicit opinion within a persuasive composition to introduce a topic.	Identify an opinion within a low to moderate persuasive composition to introduce a topic.	Introduce a topic and create an opinion in a persuasive composition.
4.W.3.1.a.2	Support a given opinion with facts and details in a persuasive composition.	With visual supports, identify facts that will support an explicit opinion within a persuasive composition.	Identify facts that will support the opinion within a low to moderate persuasive composition.	Support a given opinion with facts and details within a moderate persuasive composition.
4.W.3.1.a.3	Use an organizational structure to group related ideas that support	Match a given graphic organizer supporting the explicit purpose in a low-complexity persuasive	Given an organizational structure with some written supports determine the missing related	Use an organizational structure to determine the related ideas that

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	the purpose in a persuasive composition.	composition to the bolded key words within the composition.	ideas to support the purpose in a persuasive composition.	support the purpose in a persuasive composition.
4.W.3.1.a.4	Connect opinions and reasons using words and phrases in a persuasive composition.	Given a list of persuasive words, determine the words necessary to connect explicit opinions and reasons in a persuasive composition.	Given a list of words and phrases, determine the persuasive words and phrases that connect opinions and reasons in a persuasive composition.	Connect opinions and reasons using words and phrases in a persuasive composition.
4.W.3.1.a.5	Provide a concluding statement or paragraph related to the position presented in a persuasive composition.	Using visual supports or a list of persuasive words, identify the concluding statement or paragraph of a persuasive composition.	Identify the concluding statement or paragraph in a persuasive composition with persuasive words.	Provide the concluding statement or paragraph related to the position presented in a persuasive composition.
4.W.3.1.a.6	Write persuasive compositions in a variety of formats.	When given bolded key words in a composition, identify whether the writing is persuasive.	With support, write a persuasive composition.	Create a persuasive composition.
4.W.3.2.a.1	Provide an introductory paragraph with a clear main idea in an informative composition.	With visual support, choose the introductory sentence that includes a clear main idea for the given informative paragraph.	Create an introductory sentence that includes a clear main idea for the given paragraph in an informative composition.	Create the introductory paragraph that includes a clear main idea for the given informative composition.
4.W.3.2.a.2	Provide body paragraphs with topic and summary sentences in an informative composition.	With support, identify the topic sentence of an informative paragraph.	Identify the topic and summary sentences in an informative paragraph.	Create the paragraph that supports the topic and summary sentences in an informative composition.
4.W.3.2.a.3	Provide evidence from various sources and texts to support ideas and extend explanations in an informative composition.	Given a source, identify the text evidence that supports and extends explanations in an informative composition.	Given various sources, identify the text evidence that supports and extends explanations in an informative composition.	Develop text evidence that supports and extends explanations in an informative composition from various sources.
4.W.3.2.a.4	Connect ideas using words and phrases in an informative composition.	Given visual support, determine the words necessary to connect explicit ideas in an informative composition.	Given a list of words and phrases, connect ideas in an informative composition.	Connect ideas using words and phrases in an informative composition.

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4.W.3.2.a.5	Include text features and multimedia when useful to aid comprehension in an informative composition.	With examples, identify text features and multimedia that aid comprehension.	Identify text features and multimedia that aid comprehension in an informative composition.	Use text features and multimedia to aid comprehension in an informative composition.
4.W.3.2.a.6	Use language and vocabulary appropriate for audience and topic in an informative composition.	With support, choose the informative composition that uses appropriate language and vocabulary for the given audience and topic.	Choose the informative composition that uses appropriate language and vocabulary for the given audience and topic.	Create the informative composition that uses appropriate language and vocabulary for the given audience and topic.
4.W.3.2.a.7	Provide a concluding statement or paragraph to support the information presented in an informative composition.	Using visual support, identify the concluding statement or paragraph in the informative composition.	With support, create a concluding statement or paragraph in an informative composition.	Produce a concluding statement or paragraph related to the position presented in an informative composition.
4.W.3.2.a.8	Write informative compositions on a variety of topics.	Using visual support, choose the informative composition that matches the topic.	With support, write an informative composition that matches the topic.	Create an informative composition that matches the topic.
4.W.3.3.a.1	Create an introduction (e.g., situation, narrator, characters) in a narrative composition.	Using visual support, identify an introduction in a narrative composition.	With support, create an introduction in a narrative composition.	Construct an introduction in a narrative composition.
4.W.3.3.a.2	Organize events using meaningful transitional words and phrases in a narrative composition.	Using visual supports, organize events using meaningful words in a narrative composition.	With support, organize events using meaningful transitional words and phrases in a narrative composition.	Organize events using meaningful transitional words and phrases in a narrative composition.
4.W.3.3.a.3	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations in a narrative composition.	Using visual supports, identify dialogue and/or descriptive details about characters' personalities, feelings, or responses to situations in a narrative.	Identify dialogue and descriptive details to develop events and/or reveal characters' personalities, feelings, and responses to situations in a narrative composition.	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations in a narrative composition.

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4.W.3.3.a.4	Utilize vocabulary with sensory details to give clear pictures of ideas and events in a narrative composition.	With visual support, select vocabulary with sensory details to give a clear picture of ideas and events in a narrative text.	Given a word bank, utilize vocabulary with sensory details to give a clear picture of ideas and events in a narrative text.	Utilize vocabulary with sensory details to give a clear picture of ideas and events in a narrative text.
4.W.3.3.a.5	Provide an ending that follows the narrated experiences or events in a narrative composition.	Using visual supports, select an appropriate ending for a narrative.	With support, produce an appropriate ending for a narrative text.	Produce an appropriate ending for a narrative text.
4.W.3.3.a.6	Write narrative compositions in a variety of forms.	Using visual supports, identify a narrative composition.	With support, generate narrative compositions.	Generate narrative compositions in a variety of forms.
4.W.4.a.1	Generate a draft by developing, organizing, and selecting ideas relevant to topic, purpose, and genre.	Using visual supports, identify the ideas relevant to the topic.	With support, develop the draft that is relevant to topic, purpose, and genre.	Given a variety of ideas, develop a draft that is relevant to topic, purpose, and genre.
4.W.4.a.2	Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice).	With support, identify the word that best revises a sentence.	Provide the word or basic phrase that best revises a passage or paragraph.	Develop a sentence that best revises the passage or paragraph.
4.W.4.a.3	Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).	With support, identify the word that best edits the sentence.	Using an editing checklist, provide the word within a sentence that best revises the sentence.	Using an editing checklist, produce the sentence that best revises the paragraph.
4.W.5.a.1	Identify a specific topic or question of interest.	With support, identify a topic or question of interest.	Create a general topic or question of interest.	Create a specific topic or question of interest.
4.W.5.a.2	Use organizational features of print and digital sources efficiently to locate further information.	With support, identify organizational features in a print or digital source.	With support, use a variety of organizational features of print and digital sources to locate sources for further information.	Using a variety of organizational features of print or digital sources, locate sources for further information.
4.W.5.a.3	Determine the reliability of the sources.	Using a visual support (graphic organizer), sort reliable and unreliable sources.	With support, determine a reliable source from a list of sources.	Determine whether the information is from a reliable source.

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4.W.5.a.4	Summarize relevant information in their own words, giving credit to the source.	With support, identify a summary.	With support, produce a summary that is cited correctly, giving credit to the source.	Produce a summary that is cited correctly, giving credit to the source.
4.W.6.1a.a.1	Write sentences using personal pronouns.	Given a word bank of personal pronouns, identify the personal pronouns in a sentence.	With support, generate sentences using correct personal pronouns.	Generate sentences using correct personal pronouns.
4.W.6.1a.a.2	Write sentences that include relative and reflexive pronouns.	Given a word bank of relative and reflexive pronouns, identify the relative and reflexive pronouns within a sentence.	Given a word bank of relative and reflexive pronouns, create a sentence that correctly uses relative and reflexive pronouns.	Generate sentences using correct relative and reflexive pronouns.
4.W.6.1b.a.1	Write sentences that use the progressive verb tenses.	Given a word bank of progressive verb tenses, identify progressive verb tenses within a sentence.	Given a word bank of verbs, create a sentence that correctly uses progressive verb tenses.	Generate sentences using correct progressive verb tenses.
4.W.6.1b.a.2	Recognize inappropriate shifts in verb tense.	When verbs are bolded, identify the correct verb tense within a sentence.	Identify the correct verb tense within a sentence.	Generate sentences using the correct verb tense.
4.W.6.1b.a.3	Correct inappropriate shifts in verb tense.	When verbs are bolded, identify the correct verb tense within a sentence.	Identify the correct verb tense within a sentence.	Correct sentences that have inappropriate shifts in verb tense.
4.W.6.1b.a.4	Use modal auxiliaries (e.g., can, may, must).	Given a list of verbs, identify modal auxiliaries in a phrase.	Identify modal auxiliaries within a sentence.	Use modal auxiliaries within a sentence.
4.W.6.1c.a.1	Write sentences using adjectives.	Given a word bank of adjectives, identify the adjectives in a phrase.	Given a word bank, identify adjectives within a sentence.	Create a sentence with adjectives.
4.W.6.1c.a.2	Write sentences using relative adverbs (e.g., where, when).	Given a word bank of relative adverbs, identify the relative adverbs in a sentence.	Given a word bank of adverbs, identify relative adverbs.	Produce sentences using correct relative adverbs.
4.W.6.1d.a.1	Write sentences that include prepositions.	Given examples, identify prepositions in a phrase.	Given a word bank, identify prepositions in a sentence.	Develop sentences using prepositions.

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4.W.6.1e.a.1	Correctly write simple sentences.	Given examples, identify simple sentences.	With support, create a simple sentence.	Create simple sentences.
4.W.6.1e.a.2	Correctly write compound sentences.	Given examples, identify compound sentences.	With support, create a compound sentence.	Create compound sentences.
4.W.6.1e.a.3	Correctly write complex sentences.	Given examples, identify complex sentences.	With support, identify a complex sentence.	Create complex sentences.
4.W.6.1e.a.4	Use coordinating and subordinating conjunctions.	Utilizing visual supports, identify coordinating and subordinating conjunctions within a sentence.	Identify coordinating and subordinating conjunctions within a sentence.	Use coordinating and subordinating conjunctions within a sentence.
4.W.6.2a.a.1	Appropriately use capitalization.	With support, identify correct capitalization when referring to the first word of the sentence.	Given examples, produce a sentence that uses correct capitalization of proper nouns.	Create a sentence that uses correct capitalization.
4.W.6.2b.a.1	Correctly use apostrophes to form possessives and contractions.	With support, identify the correctly used apostrophes when given a contraction.	Identify the correctly used apostrophes when given a contraction and/or possessive noun.	Develop a sentence that correctly uses apostrophes.
4.W.6.2b.a.2	Use quotation marks to indicate direct speech.	With support, identify quotation marks to indicate direct speech.	When given a sentence, use quotation marks that are used correctly.	Create a sentence using quotation marks to indicate direct speech.
4.W.6.2b.a.3	Use a comma before a coordinating conjunction in a compound sentence.	Using visual supports, identify the sentence that uses a comma in a coordinating conjunction in a compound sentence.	Identify the sentence that uses a comma before a coordinating conjunction in a compound sentence.	Create a compound sentence correctly using a comma before the coordinating conjunction.
4.W.6.2c.a.1	Use spelling patterns (e.g., word families, position-based spellings, syllable patterns) in writing single and multi-syllable words.	With support, identify the correct spelling pattern in single syllable words.	Identify the correct spelling pattern of multi-syllable words.	Use the correct spelling patterns in single and multi-syllable words.