

NSQ Appendices for Language Arts Grade 4

5010045

Course title and code: Language Arts Grade 4, 5010045

Grade level band: Kindergarten through Grade 5

Version date: December 14, 2025

Link to curriculum and materials: Curriculum and syllabi page

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Appendix 1 Course Overview and Syllabus

This appendix provides the course overview and syllabus components that are visible to learners and families at the start of the course.

Public course overview page

The diagram illustrates the structure of the Public course overview page. It features a main header area labeled "Public course overview page" and a content area below it. The content area contains a list of visible components: Header, Breadcrumb, Section (Course description, Course code, Learning goals and standards alignment, Materials list, How students receive support, Accessibility and privacy notices), and a "Primary action" button at the bottom right. The content area is enclosed in a rounded rectangle.

Public course overview page

Header: Unbound Florida curricula and syllabi
Breadcrumb: Curriculum Grade 4 Language Arts
Section: Course description
Section: Course code 5010045
Section: Learning goals and standards alignment
Section: Materials list
Section: How students receive support
Section: Accessibility and privacy notices

Primary action

Course description

Language Arts Grade 4 develops reading comprehension across literary and informational texts, writing across narrative, opinion, and expository modes, vocabulary and morphology, conventions, and research. The course is organized into units with mastery checks and performance tasks. Learners receive explicit instruction, guided practice, and opportunities to apply skills in authentic reading and writing tasks.

Learning outcomes and standards alignment

Course outcomes are aligned to Florida B E S T Grade 4 English Language Arts benchmarks and the English Language Arts Expectations. Instruction and assessment require learners to cite evidence, make inferences, read grade level complex texts, and communicate in writing and speaking with appropriate conventions.

Participation expectations

1. Learners engage in reading and writing tasks on a regular schedule aligned to the pacing guide, with weekly progress checks.
2. Learners participate in required discussions and peer review activities using academic language and respectful communication.
3. Learners submit original work and follow academic integrity requirements for sources, quotations, and paraphrases.

Communication and support

1. Learners can contact the instructor through platform messaging for academic questions and feedback.
2. Families can request conferences to review progress, discuss goals, and plan targeted supports.
3. Technical support requests are routed through the help form and tracked to resolution.

Grading and mastery

Grades are based on evidence of mastery of standards through a combination of formative checks, writing portfolio tasks, and unit assessments. Learners may revise and resubmit major writing tasks based on feedback to demonstrate growth and mastery.

Accommodations and accessibility

The course provides accessibility features and instructional flexibility to support learners with varied needs. Documented accommodations are implemented through assessment settings, alternate formats, and instructional scaffolds as applicable.

Appendix 2 Scope and Sequence

This appendix documents the course sequence, major instructional topics, and major assessment checkpoints.

| Unit | Focus | Timeframe | Major assessments |
|-------------|---|------------------|---|
| Unit 1 | Narrative elements and theme in literary texts | Weeks 1 to 4 | Baseline writing sample, narrative performance task |
| Unit 2 | Poetry, rhyme, structure, and figurative language | Weeks 5 to 7 | Poetry response task, figurative language quiz |
| Unit 3 | Informational text structure and central idea | Weeks 8 to 11 | Informational text analysis task, unit assessment |

| | | | |
|--------|---|----------------|--|
| Unit 4 | Opinion writing and claims with evidence | Weeks 12 to 15 | Opinion writing with sources, unit assessment |
| Unit 5 | Expository writing and research | Weeks 16 to 20 | Research report with multiple sources, expository writing task |
| Unit 6 | Comparative reading using primary and secondary sources | Weeks 21 to 24 | Compare contrast essay with source evaluation |
| Unit 7 | Speaking, listening, and multimedia composition | Weeks 25 to 28 | Oral presentation, multimedia composition |
| Unit 8 | Portfolio, review, and independent reading goals | Weeks 29 to 32 | Portfolio review, independent reading reflection |

Pacing is adjustable based on learner progress. Teachers monitor performance and may assign targeted practice, reteach lessons, or enrichment tasks to ensure mastery before advancing.

Appendix 3 Student Digital Readiness and Minimum Skills

Learners are expected to demonstrate basic digital literacy skills needed to navigate the course and submit work.

1. Log in securely and use a username and password appropriately.
2. Navigate modules, open assignments, and locate feedback.
3. Type and format short responses and multi paragraph writing.
4. Upload or attach files and submit assignments.
5. Use basic word processing tools such as spell check and revision history when applicable.
6. Participate in discussions with appropriate netiquette.
7. Use built in accessibility tools such as zoom, read aloud, captions, and keyboard navigation when needed.

Appendix 4 Orientation Module and Readiness Check

Learners complete an orientation module prior to beginning Unit 1. The orientation establishes expectations, confirms technology readiness, and ensures learners can submit work and access feedback.

Learning platform Start Here module

Learning platform Start Here module

Module: Start Here

Item: Welcome and course tour

Item: Technology check

Item: Academic integrity and netiquette

Item: Grading and mastery rules

Item: How to ask for help

Item: Practice submission

Item: Readiness check quiz

Primary action

Orientation module outline

1. Welcome and course tour
2. How to navigate units and lessons
3. How grading and mastery work
4. How to request academic help and technical help
5. Academic integrity and appropriate use of sources
6. Practice assignment submission and feedback review
7. Readiness check quiz

Readiness check competencies

1. Open and complete an assignment with directions
2. Submit a short writing sample
3. Locate instructor feedback after submission
4. Identify where to find course policies and support contacts
5. Demonstrate understanding of integrity expectations and citation basics

Appendix 5 Instructor Profile Format and Communication Plan

Instructor information and communication expectations are provided at course entry and remain accessible throughout the course.

Technical support request form

Technical support request form

Title: Get help
Fields: Name and role
Fields: Student name and course
Fields: Device and browser
Fields: Issue category
Fields: Description and screenshots
Checkbox: Accessibility related issue
Submit button: Send request

Primary action

Support channels

1. Primary channel: help request form within the learning platform
2. Secondary channel: support email for families who cannot access the platform
3. Urgent channel: phone escalation for assessment day issues or access failures

Support hours and response targets

1. Acknowledgement of ticket receipt: within one business day
2. Resolution target for common issues: within three business days
3. Escalation for critical access issues: same day triage and workaround plan

Support ticket minimum fields

1. Student name and course
2. Device type and browser
3. Issue category and description
4. Steps already attempted
5. Screenshots if available
6. Accessibility related flag when applicable

Appendix 9 Assessment and Grading Framework

Assessment types

1. Formative checks: short quizzes, exit tickets, comprehension checks
2. Writing tasks: narrative, opinion, and expository products scored with rubrics

3. Unit assessments: standards based mastery checks
4. Speaking and multimedia tasks: presentations and compositions scored with rubrics
5. Portfolio: cumulative collection of writing and reflections demonstrating growth

Grading categories and weights

| Category | Weight | Description |
|---------------------------------|---------------|---|
| Standards checks and quizzes | 30 percent | Frequent checks aligned to benchmarks |
| Writing tasks and portfolio | 45 percent | Rubric scored writing products with revision cycles |
| Unit assessments | 20 percent | Summative mastery checks by unit |
| Participation and collaboration | 5 percent | Discussions, peer review, and conferencing completion |

Mastery expectations

1. Mastery is demonstrated through consistent rubric aligned performance and assessment results.
2. Revisions are required when major writing criteria are not yet met.
3. Teachers document reteach and reassessment decisions to ensure integrity and consistency.

Assessment integrity

Teachers use a combination of item banks, writing process checkpoints, and review of student work patterns to support validity of results. When integrity concerns arise, the teacher verifies understanding through additional prompts or conferences and documents the outcome.

Appendix 10 Standards and Benchmarks Coverage Map

This coverage map lists Grade 4 English Language Arts benchmarks and indicates where each benchmark is taught and assessed in the course.

| Benchmark | Benchmark statement | Primary | Evidence of |
|------------------|----------------------------|----------------|--------------------|
| | | | |

| code | | unit coverage | mastery |
|----------------|---|-------------------|--|
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | Units 1 through 8 | Embedded routines in reading responses, discussions, writing tasks, and research tasks |
| ELA.K12.EE.2.1 | Read and comprehend grade level complex texts proficiently. | Units 1 through 8 | Embedded routines in reading responses, discussions, writing tasks, and research tasks |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | Units 1 through 8 | Embedded routines in reading responses, discussions, writing tasks, and research tasks |
| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | Units 1 through 8 | Embedded routines in reading responses, discussions, writing tasks, and research tasks |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | Units 1 through 8 | Embedded routines in reading responses, |

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|----------------|--|-------------------|--|
| | | | discussions, writing tasks, and research tasks |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | Units 1 through 8 | Embedded routines in reading responses, discussions, writing tasks, and research tasks |
| ELA.4.F.1.3 | Use knowledge of grade level phonics and word analysis skills to decode words. Apply knowledge of letter sound correspondences, syllabication patterns, and morphology to read and write unfamiliar words. | Units 1 through 8 | Daily decoding and fluency practice with teacher monitored checks |
| ELA.4.F.1.4 | Read grade level texts with accuracy, automaticity, and appropriate prosody or expression. | Units 1 through 8 | Daily decoding and fluency practice with teacher monitored checks |
| ELA.4.R.1.1 | Explain how setting, events, conflict, and character development contribute to the plot in a literary text. | Unit 1 | Literary analysis tasks, checks for understanding, unit assessment |
| ELA.4.R.1.2 | Explain a stated or implied theme and how it develops, using details, in a literary text. | Unit 1 | Literary analysis tasks, checks for understanding, unit assessment |
| ELA.4.R.1.3 | Identify the narrator's point of view and explain the difference between a | Unit 1 | Literary analysis tasks, |

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|-------------|---|--------|---|
| | narrator's point of view and character perspective in a literary text. | | checks for understanding, unit assessment |
| ELA.4.R.1.4 | Explain how rhyme and structure create meaning in a poem. | Unit 1 | Literary analysis tasks, checks for understanding, unit assessment |
| ELA.4.R.2.1 | Explain how text features contribute to the meaning and identify text structures of problem solution, sequence, and description in texts. | Unit 3 | Informational text analysis tasks, graphic organizer submissions, unit assessment |
| ELA.4.R.2.2 | Explain how relevant details support the central idea, implied or explicit. | Unit 3 | Informational text analysis tasks, graphic organizer submissions, unit assessment |
| ELA.4.R.2.3 | Explain an author's perspective toward a topic in an informational text. | Unit 3 | Informational text analysis tasks, graphic organizer submissions, unit assessment |
| ELA.4.R.2.4 | Explain an author's claim and the reasons and evidence used to support the claim. | Unit 3 | Informational text analysis tasks, graphic organizer submissions, unit assessment |

| | | | |
|-------------|---|-------------------|---|
| ELA.4.R.3.1 | Explain how figurative language contributes to meaning in texts. | Units 2 and 3 | Figurative language analysis, summaries, comprehension checks |
| ELA.4.R.3.2 | Summarize a text to enhance comprehension. Include plot and theme for literary texts and central idea and relevant details for informational texts. | Units 2 and 3 | Figurative language analysis, summaries, comprehension checks |
| ELA.4.R.3.3 | Compare and contrast accounts of the same event using primary and or secondary sources. | Unit 6 | Compare contrast writing with source evaluation rubric |
| ELA.4.C.1.1 | Demonstrate legible cursive writing skills. | Units 1 through 8 | Weekly handwriting practice and periodic teacher checks |
| ELA.4.C.1.2 | Write personal or fictional narratives using a logical sequence of events and techniques such as descriptions and transitional words and phrases. | Unit 1 | Narrative writing performance task with rubric |
| ELA.4.C.1.3 | Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions. | Unit 4 | Opinion writing task using multiple sources with rubric |
| ELA.4.C.1.4 | Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions. | Unit 5 | Expository writing and research report with rubric |
| ELA.4.C.1.5 | Improve writing by planning, revising, and editing, with guidance and support | Units 1 through 8 | Draft revision cycles with |

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|-------------|---|-------------------|--|
| | from adults and feedback from peers. | | feedback and reflection |
| ELA.4.C.2.1 | Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. | Unit 7 | Oral presentation with checklist and rubric |
| ELA.4.C.3.1 | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | Units 1 through 8 | Conventions practice and editing tasks aligned to grade level skills |
| ELA.4.C.4.1 | Conduct research to answer a question, organizing information about the topic, using multiple valid sources. | Units 5 and 6 | Research plan, source notes, and final report |
| ELA.4.C.5.1 | Arrange multimedia elements to create emphasis in oral or written tasks. | Unit 7 | Multimedia composition and digital drafting workflow |
| ELA.4.C.5.2 | Use digital writing tools individually or collaboratively to plan, draft, and revise writing. | Unit 7 | Multimedia composition and digital drafting workflow |
| ELA.4.V.1.1 | Use grade level academic vocabulary appropriately in speaking and writing. | Units 1 through 8 | Vocabulary logs, morphology practice, and application in writing |
| ELA.4.V.1.2 | Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade level content. | Units 1 through 8 | Vocabulary logs, morphology practice, and application in |

| | | | |
|-------------|--|-------------------|--|
| | | | writing |
| ELA.4.V.1.3 | Use context clues, figurative language, word relationships, reference materials, and or background knowledge to determine the meaning of multiple meaning and unknown words and phrases. | Units 1 through 8 | Vocabulary logs, morphology practice, and application in writing |

Appendix 11 Intervention and Enrichment Menu

Targeted supports

1. Decoding and fluency: short daily practice with teacher checks and repeated reading routines
2. Comprehension: guided annotation, sentence frames for evidence use, and small group reteach lessons
3. Writing: graphic organizers, modeled paragraphs, and structured revision conferences
4. Vocabulary: morphology practice and application tasks in speaking and writing
5. Conventions: targeted mini lessons and editing practice aligned to grade level skills

Enrichment options

1. Independent reading projects aligned to learner interest with evidence based responses
2. Advanced writing extensions including multi source essays and multimedia products
3. Choice based research investigations with teacher approved sources

Appendix 12 Text List and Representation Notes

The course uses a curated set of literary and informational texts at appropriate grade level complexity. Text selection supports a range of genres, topics, and perspectives and is reviewed annually.

Text selection criteria

1. Alignment to benchmark demands for literary and informational reading
2. Appropriate quantitative and qualitative complexity for Grade 4
3. Opportunities for evidence based analysis, discussion, and writing

4. Representation of varied experiences and perspectives without stereotyping
5. Licensing or public domain status documented in the attribution log

Representative text types

1. Narrative prose and short stories for plot, character, and theme analysis
2. Poems for rhyme, structure, and figurative language analysis
3. Informational articles and excerpts for text structure and central idea work
4. Primary and secondary source pairs for comparative reading

Appendix 13 Instructional Materials Review Process

1. Annual review cycle for all core materials and embedded links prior to the school year
2. Standards alignment check using the coverage map and assessment blueprint
3. Quality check for clarity, appropriateness, bias, and accessibility
4. Licensing verification for third party content
5. Documentation of changes and approvals in the materials log

Appendix 14 Third Party Content and Attribution Protocol

Attribution rules

1. Every third party text, image, audio, or video included in the course includes attribution that identifies the source and the license or permission basis.
2. Links to external sites are reviewed for appropriateness, privacy impact, and stability prior to publication.
3. When content is updated or replaced, the attribution log is updated at the same time.

Student source use

Writing tasks require learners to distinguish quoting from paraphrasing and to cite sources using the format provided by the instructor. The course includes direct instruction and practice in citation behaviors aligned to Grade 4 expectations.

Appendix 15 Teacher Facilitation Guide

Weekly instructional cadence

1. Review progress dashboard and identify learners needing reteach or enrichment

2. Provide targeted feedback on writing drafts and comprehension responses
3. Conduct small group sessions aligned to current benchmark gaps
4. Document contacts and intervention steps for learners off pace

Progress monitoring

1. Monitor mastery by benchmark using formative checks and rubric evidence
2. Use writing conferences to verify understanding and set next steps
3. Adjust pacing and assign targeted practice to close specific gaps

Appendix 16 Student Goal Setting and Reflection Routine

Weekly routine

1. Set one reading goal and one writing goal for the week
2. Track completion of assigned tasks and note questions for the teacher
3. Reflect on feedback received and identify one improvement action

Reflection prompts

1. What evidence did I use from the text and how did it support my claim
2. What revision made my writing clearer and why
3. What strategy helped me understand a complex text

Appendix 17 Lesson Structure Blueprint

1. Lesson objective stated in learner friendly language
2. Direct instruction or modeled example
3. Guided practice with immediate feedback
4. Independent practice aligned to the objective
5. Check for understanding and teacher review point
6. Optional scaffolds and optional enrichment

Appendix 18 Structured Peer Interaction Plan

1. Weekly discussion prompt requiring evidence from the text or sources
2. Peer response requirements focused on adding evidence, clarifying reasoning, or asking a productive question
3. Peer review cycles for major writing tasks using rubric aligned checklists

4. Teacher moderation and intervention to maintain respectful academic discourse

Appendix 19 Feedback and Conferencing Protocol

1. Written feedback is specific, actionable, and tied to rubric criteria and benchmark language
2. Teachers schedule conferences for learners who need targeted reteach or verification of understanding
3. Conferences include goal setting, review of evidence, and an agreed action plan

Appendix 20 Writing Portfolio Requirements

Portfolio artifacts

1. Narrative writing piece with revision history
2. Opinion writing piece using multiple sources
3. Expository writing piece with research notes and sources
4. Short constructed responses citing evidence
5. Reflection entries documenting growth

Portfolio checkpoints

1. Baseline writing sample in the first unit
2. Midcourse portfolio review conference
3. End of course portfolio review and reflection

Appendix 21 Alternate Demonstration Options Guidance

When a learner requires an alternate method to demonstrate mastery, the teacher selects an option that measures the same benchmark demand and uses a comparable rubric or scoring guide.

1. Oral response recorded and scored with the same evidence and reasoning criteria
2. Graphic organizer plus short explanation for structure and central idea benchmarks
3. Multimedia presentation in place of a written report when appropriate and documented

Appendix 22 Rubrics

Rubrics are shared at the start of each major task. Rubrics define criteria and performance levels and are aligned to Grade 4 benchmarks.

Writing rubric criteria

| Criteria | Level 4 | Level 3 | Level 2 | Level 1 |
|--------------------------|--|---|---|-----------------------|
| Purpose and focus | Clear, sustained, and appropriate to task | Clear and appropriate to task | Inconsistent or partially aligned | Unclear or off task |
| Evidence and elaboration | Strong evidence with meaningful elaboration | Relevant evidence with adequate elaboration | Limited evidence or elaboration | Minimal evidence |
| Organization | Logical structure with effective transitions | Logical structure with transitions | Some structure with weak transitions | Disorganized |
| Conventions | Few errors, do not impede meaning | Some errors, rarely impede meaning | Frequent errors, sometimes impede meaning | Errors impede meaning |

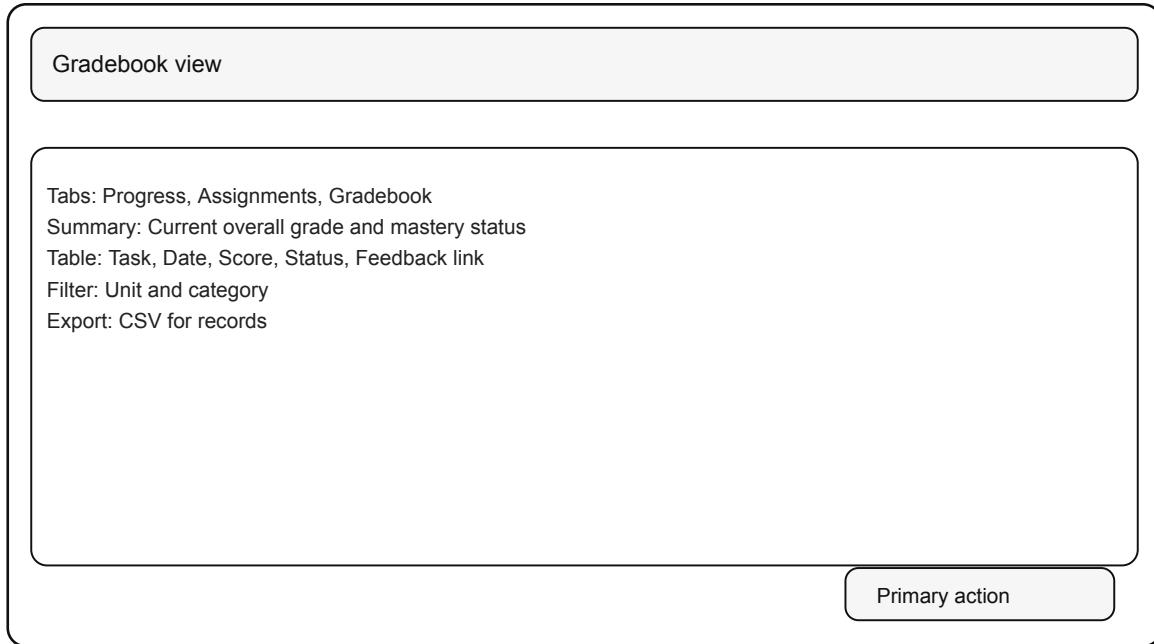
Discussion rubric criteria

| Criteria | Exceeds | Meets | Approaching | Not yet |
|--------------------|--|--|--|----------------------------|
| Evidence use | Uses precise evidence and explains relevance | Uses evidence and explains briefly | References text without clear evidence | No evidence |
| Academic discourse | Builds on others and asks productive questions | Responds respectfully and stays on topic | Limited engagement with peers | Off topic or inappropriate |

Appendix 23 Course Navigation and Readability Standards

Navigation is consistent across units so learners can locate lessons, tasks, and feedback without unnecessary searching.

Gradebook view



Navigation rules

1. Each unit contains the same sequence: overview, lessons, practice, assessment, reflection
2. Assignments include clear titles, estimated time, and submission expectations
3. Rubrics and exemplars are attached to major tasks in the same location within each unit

Readability standards

1. Instructions use clear short sentences and define academic terms when first introduced
2. Headings and labels are consistent across the course
3. Media includes captions or transcripts and is not required as the only way to access essential content

Appendix 24 Accessibility and UDL Implementation Guide

1. Multiple means of representation: text, audio, visuals, and models are provided when appropriate
2. Multiple means of engagement: choice based tasks and interest aligned reading options are included
3. Multiple means of action and expression: learners can demonstrate mastery through varied products when appropriate and documented
4. Accessibility features: headings, alt text, captions, transcripts, keyboard navigation

Appendix 25 Multimedia Accessibility and Usability Requirements

1. Video content includes captions and audio content includes transcripts when used for instruction
2. Images include descriptive alt text when they convey meaning
3. Interactive elements provide clear instructions and are operable using keyboard navigation
4. Media is tested on common devices and browsers used by families

Appendix 26 Vendor Accessibility Statements and Conformance References

For each required technology used in the course, the provider maintains an accessibility statement and conformance documentation packet and makes it available for review.

| Technology | Purpose | Accessibility statement location | Conformance documentation |
|-------------------|---|----------------------------------|--|
| Learning platform | Content delivery, submissions, feedback | Provided in platform help area | Accessibility conformance report or equivalent |
| Video player | Instructional video delivery | Provided by vendor | Accessibility conformance report or equivalent |
| Assessment engine | Quizzes and mastery checks | Provided by vendor | Accessibility conformance report or equivalent |
| Document editor | Writing drafts and collaboration | Provided by vendor | Accessibility conformance report or equivalent |

Appendix 27 Student Data Privacy and Security Policy

Principles

1. Data minimization: collect only what is needed to deliver instruction and meet

reporting requirements

2. Role based access: restrict access to student information to authorized staff with a legitimate educational interest
3. Security controls: encryption in transit and at rest where supported by the system design
4. Vendor management: require contractual privacy and security obligations for subcontractors and service providers
5. Incident response: document, investigate, and notify as required when a suspected breach occurs

Public reporting

Public reporting uses aggregated data. When group sizes are small, results are suppressed or combined to avoid identification of individual learners.

Appendix 28 Access Control and Role Permissions

| Role | Typical access | Key restrictions |
|----------------------|--|--|
| Student | Own coursework, submissions, feedback, grades | No access to other students' records |
| Parent or guardian | Own student progress and communications | No access to other families |
| Teacher | Assigned rosters, coursework data, assessment results, communication tools | Access limited to assigned students |
| School administrator | Schoolwide reports, roster management, audit views | Access logged and reviewed |
| Support staff | Technical diagnostics and ticketing | No instructional data beyond what is needed for resolution |

Appendix 29 Course Tool Inventory and Purpose Mapping

| Tool category | Use in this course | Data elements used | Notes |
|---------------|--------------------|--------------------|-------|
| | | | |

| | | | |
|-------------------|---|---|---|
| Learning platform | Delivers lessons and collects submissions | Student identifiers, course progress, submissions, feedback | Primary system of record for coursework |
| Assessment engine | Formative checks and unit assessments | Item responses, scores, timing metadata | Supports reporting and progress monitoring |
| Messaging | Student teacher communication | Message content and timestamps | Retention consistent with policy |
| Video and media | Instructional demonstrations | Access logs when enabled | Captions and transcripts provided for instructional media |

Appendix 30 Gradebook and Assessment Scoring Description

1. Every graded item is associated with a category and a benchmark reference where applicable
2. Scores are recorded in the gradebook at the item level and roll up to category weights
3. Teachers provide rubric level scores for major writing tasks and attach feedback
4. Gradebook exports support school records and reporting workflows

Appendix 31 Adaptive and Automated Feedback Use Protocol

Automated supports may provide immediate practice feedback to learners, but teachers remain responsible for instructional decisions, grading of major work products, and verification of mastery.

1. Teachers review learner performance data to assign targeted instruction and practice.
2. Major writing tasks are graded by teachers using rubrics; automated tools may assist with drafting and revision suggestions under teacher guidance.
3. When automated feedback is used, it is monitored to ensure alignment with Grade 4 benchmarks and course expectations.