

English Language Arts  
Grade 4

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
<b>Reading: Literature</b>					
Detailed	4.RL.1	identifies details and examples from the text and draws simple inferences.	explains what the text says explicitly and draws simple inferences; identifies key details and examples in the text.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	4.RL.2	identifies an explicitly stated theme in a story, drama, or poem; identifies some details from the text.	recognizes a stated theme of a story, drama, or poem; determines the key details in the text.	determines a theme of a story, drama, or poem; summarizes the text.	determines an implicitly stated theme, or multiple themes, of a story, drama, or poem; comprehensively summarizes the text.
Detailed	4.RL.3	identifies aspects of a character, setting, or event in a story or drama, drawing on explicitly stated details in the text.	describes a character, setting, or event in a story or drama, using explicit details in the text.	describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	describes in depth and analyzes a complex character, setting, or event in a story or drama, drawing on implicit, specific details in the text.
Detailed	4.RL.4	identifies the meaning of familiar words, phrases, and figurative language as they are used in a text.	uses details from the text to understand the general meaning of words, phrases, and figurative language as they are used in a text, recognizing those that allude to significant characters.	determines the meaning of words, phrases, and figurative language as they are used in a text, including those that allude to significant characters.	analyzes the meaning of unfamiliar words, phrases, and figurative language as they are used in a text, including those that allude to significant characters.

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Detailed	4.RL.5	identifies basic differences between poems, drama, and prose, and identifies common structural elements.	describes differences between poems, drama, and prose, and recognizes the structural elements.	explains major differences between poems, drama, and prose, and refers to the structural elements.	analyzes how major differences between poems, drama, and prose affect meaning, and refers to complex structural elements.
Detailed	4.RL.6	identifies the narrator's point of view in a story; identifies first- and third-person narrations.	determines the point of view from which different stories are narrated, including distinguishing between first- and third-person narrations.	compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	compares and contrasts, then analyzes, the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Detailed	4.RL.7	identifies obvious similarities between the text of a story or drama and the visual or oral presentation of the text.	makes simple connections between the text of a story or drama and the visual or oral presentation of the text.	makes connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	analyzes complex connections between the text of a story or drama and the visual or oral presentation of the text, determining where each version reflects specific descriptions and directions in the text.
Detailed	4.RL.9	identifies similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	describes the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	analyzes the different treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

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Reading Informational Text					
Detailed	4.RI.1	identifies details and examples from the text and draws simple inferences.	identifies key details and examples in the text; explains what the text says explicitly and draws simple inferences.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	4.RI.2	identifies an explicitly stated main idea and key details of a text.	recognizes a stated main idea of a text and determines key details; provides a simple summary of the text.	determines the main idea of a text and explains how it is supported by key details; summarizes the text.	determines an implicitly stated main idea of a text and explains, using textual evidence, how it is supported by key details; comprehensively summarizes the text.
Detailed	4.RI.3	identifies events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	describes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	analyzes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation.
Detailed	4.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words or phrases in a text.	determines the meaning of general academic and domain-specific words or phrases in a text.	determines and analyzes the meaning of academic and domain-specific words or phrases in a text.
Detailed	4.RI.5	identifies the structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text.	determines the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	analyzes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text, including how it contributes to the meaning of the text.

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Detailed	4.RI.6	identifies whether texts written on the same event or topic are a firsthand or secondhand account; determines the focus of the account.	determines the differences between a firsthand and secondhand account of the same event or topic; recognizes the difference in focus and the information provided.	compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in focus and the information provided.	compares and contrasts, then analyzes, a firsthand and secondhand account of the same event or topic, including the difference in focus and the information provided.
Detailed	4.RI.7	identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).	identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and recognizes how the information contributes to an understanding of the text in which it appears.	interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears.	analyzes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to the overall understanding of the text in which it appears.
Detailed	4.RI.8	identifies reasons and evidence an author includes in a text.	describes how an author uses reasons and evidence to support the overall point in a text.	explains how an author uses reasons and evidence to support particular points in a text.	analyzes how an author uses reasons and evidence to support particular points in a text.
Detailed	4RI.9	identifies information from two texts on the same topic in order to answer questions, orally or in writing, about the subject.	utilizes information from two texts on the same topic to write or speak about the subject knowledgeably.	integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	synthesizes complex information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably.

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Writing					
Detailed	4.W.1	<p>writes opinion pieces that lack organization and a clear point of view:</p> <p>a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas.</p> <p>b. provides facts and details that are not relevant to the topic.</p> <p>c. opinion and reasons are not linked with transitions.</p> <p>d. includes an ineffective concluding statement.</p>	<p>writes moderately organized opinion pieces on topics or texts:</p> <p>a. introduces a topic or text by stating an opinion, and generally groups ideas together in a way that supports the writer's purpose.</p> <p>b. provides both relevant and irrelevant facts and details.</p> <p>c. links opinion and reasons using basic transitional words.</p> <p>d. provides a concluding statement.</p>	<p>writes opinion pieces on topics or texts, supporting a point of view with reasons and information:</p> <p>a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. provides reasons that are supported by facts and details.</p> <p>c. links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. provides a concluding statement or section related to the opinion presented.</p>	<p>writes well-organized opinion pieces on topics or texts, fully supporting a point of view with reasons and information:</p> <p>a. effectively introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are logically grouped to support the writer's purpose.</p> <p>b. provides logically ordered reasons that are supported by facts and details.</p> <p>c. smoothly links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. provides a relevant and effective concluding statement or section related to the opinion presented.</p>

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Detailed	4.W.2	<p>writes informative/explanatory texts to discuss a topic:</p> <p>a. states the topic and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia.</p> <p>b. provides irrelevant or unreliable facts, definitions, details, quotations, or other information and examples.</p> <p>c. ideas are not clearly or effectively linked.</p> <p>d. uses simple vocabulary when explaining the topic.</p> <p>e. provides an incomplete concluding statement.</p>	<p>writes moderately organized informative/explanatory texts to discuss a topic and convey ideas and information:</p> <p>a. introduces the topic and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia.</p> <p>b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. links ideas within categories of information using simple transitional words or phrases.</p> <p>d. uses domain-specific vocabulary in an attempt to explain the topic.</p> <p>e. provides a concluding statement.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <p>a. introduces a topic clearly and groups related information in paragraphs and sections; includes formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. links ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. provides a concluding statement or section related to the information or explanation presented.</p>	<p>writes informative/explanatory texts to thoroughly examine a topic and convey ideas and information clearly and completely:</p> <p>a. clearly and effectively introduces the topic and groups related information logically in paragraphs and sections; includes effective formatting (e.g., headings), illustrations, and multimedia that enhance comprehension.</p> <p>b. fully develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. smoothly links ideas within categories of information using purposeful transitional words and phrases.</p> <p>d. uses precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic.</p> <p>e. provides a relevant and effective concluding statement related to the information or explanation presented.</p>
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Detailed	4.W.4-6	produces writing with guidance and support in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; with guidance and support, develops writing by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with guidance and support, develops and strengthens writing by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	4.W.7-8	conducts short research projects about a topic; recalls some information from experiences and sources; provides notes regarding information.	conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides brief notes about information.	conducts short research projects that build knowledge through investigation of different aspects of a topic; recalls relevant information from experiences or gathers relevant information from print and digital sources; takes notes and categorizes information.	conducts research projects that use several high-quality sources to build knowledge by fully investigating a topic; uses relevant information from experiences and gathered from print and digital sources; fully summarizes or paraphrases information in notes and efficiently categorizes information.

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Listening					
Detailed	4.SL.2	identifies key details from a text read aloud or information presented in a single media format, including visually, quantitatively, and orally.	describes key details from a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	clearly, coherently, and efficiently paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	4.SL.3	identifies the points a speaker makes.	identifies the points a speaker makes and key details about the topic.	identifies the reasons and evidence a speaker provides to support particular points.	evaluates the reasons and evidence a speaker provides to support particular points.



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Language					
Detailed	4.L.1	<p>demonstrates a basic understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. inconsistently uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. inconsistently forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. inconsistently uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. inconsistently orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. inconsistently forms and uses simple prepositional phrases.</p>	<p>demonstrates an understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. occasionally uses straightforward relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. occasionally forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. occasionally uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. generally orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. generally forms and uses simple prepositional phrases.</p> <p>f. generally produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. forms and uses prepositional phrases.</p> <p>f. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. forms and uses prepositional phrases.</p> <p>f. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. correctly uses frequently confused words (e.g., to, too, two; there, their).</p>

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		<p>f. inconsistently produces complete sentences, recognizing inappropriate fragments and run-ons.</p> <p>g. inconsistently uses frequently confused words correctly (e.g., to, too, two; there, their).</p> <p>h. inconsistently writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>	<p>g. generally uses frequently confused words correctly (e.g., to, too, two; there, their).</p> <p>h. generally writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>	<p>g. correctly uses frequently confused words (e.g., to, too, two; there, their).</p> <p>h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>	<p>h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>
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Detailed	4.L.2	<p>demonstrates a basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. inconsistently uses correct capitalization.</p> <p>b. inconsistently uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. inconsistently uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. inconsistently spells grade-appropriate words correctly, consulting references as needed.</p>	<p>demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. generally uses correct capitalization.</p> <p>b. occasionally uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. occasionally uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. generally spells grade-appropriate words correctly, consulting references as needed.</p>	<p>demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses correct capitalization.</p> <p>b. uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. spells grade-appropriate words correctly, consulting references as needed.</p>	<p>demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses correct capitalization.</p> <p>b. uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. spells above-grade-appropriate words correctly, consulting references as needed.</p>
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Detailed	4.L.3	<p>uses a basic knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. inconsistently chooses words and phrases to convey ideas.</p> <p>b. inconsistently chooses punctuation for effect.</p> <p>c. inconsistently recognizes the differences between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>uses a basic knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. occasionally chooses words and phrases to convey ideas precisely.</p> <p>b. occasionally chooses punctuation for effect.</p> <p>c. occasionally recognizes the differences between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. chooses words and phrases to convey ideas precisely.</p> <p>b. chooses punctuation for effect.</p> <p>c. differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>uses deep knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to convey ideas precisely:</p> <p>a. chooses words and phrases to convey ideas precisely.</p> <p>b. chooses punctuation for effect.</p> <p>c. differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
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Detailed	4.L.4	<p>clarifies the meaning of unknown words and phrases, choosing from at least one strategy:</p> <p>a. uses common, below-grade level Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses explicit context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a straightforward word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from one or more strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses immediate context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>determines or clarifies and applies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
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Detailed	4.L.5	<p>recognizes simple figurative language, simple word relationships, and nuances in word meanings:</p> <p>a. inconsistently recognizes simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. inconsistently recognizes simple idioms, adages, and proverbs.</p> <p>c. inconsistently demonstrates understanding of words by relating them to their synonyms and antonyms.</p>	<p>demonstrates understanding of simple figurative language, simple word relationships, and nuances in word meanings:</p> <p>a. generally explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. generally recognizes and explains the meaning of simple idioms, adages, and proverbs.</p> <p>c. generally demonstrates understanding of words by relating them to their synonyms and antonyms.</p>	<p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</p> <p>c. demonstrates understanding of words by relating them to their synonyms and antonyms.</p>	<p>demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:</p> <p>a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</p> <p>c. demonstrates understanding of words by relating them to their synonyms and antonyms.</p>
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