English Language Arts
Grade4

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content, and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content, and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills. The student generally performs significantly above the standard for the grade level, is able to access above-grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading: Literature					
Range	RL.4.1	indetifies what the text says explicitly and draws simple inferences from the text.	describes details and examples in a text when explaining what the text says explicitly and when drawing simple inferences from the text.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	refers to details and examples in a text when explaining what the text says explicitly and when drawing complex inferences from the text.
Range	RL.4.2	identifies an explicitly stated theme of a story, drama, or poem; determines the details in the text.	describes an explicitly stated theme of a story, drama, or poem; determines the key details in the text.	determines the theme of a story, drama, or poem; summarizes the text.	determines an implicitly stated theme of a story, drama, or poem; provides a comprehensive summary of the text.
Range	RL.4.3	identifies 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, drawing on explicitly stated 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 a character, setting, or event in a story or drama, drawing on implicitly stated details in the text.
Range	RL.4.4	uses easily located, explicitly stated details to determine the meaning of familiar words and phrases as they are used in a text.	uses explicitly stated details to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	determines the meaning of unfamiliar words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

Range	RL.4.5	explains obvious differences between poems, drama, and prose, and refers to basic structural elements.	explains differences between poems, drama, and prose, and refers to basic structural elements.	explains major differences between poems, drama, and prose, and refers to the structural elements.	explains how major differences between poems, drama, and prose affect meaning, and refers to complex structural elements.
Range	RL.4.6	compares and contrasts explicitly stated points of view from which different stories are narrated; identifies first- and third-person narrations.	compares and contrasts explicitly stated points of view from which different stories are narrated, including the difference between first- and third-person narrations.	compares and contrasts the points of view from which different stories are narrated, including the difference between first- and third-person narrations.	compares and contrasts implicitly stated points of view from which different stories are narrated, including the difference between first- and third-person narrations.
Range	RL.4.7	identifies explicitly stated connections 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.	makes complex connections between inferred information within the text of a story or drama and the visual or oral presentation of the text, providing textual evidence where each version reflects specific descriptions and directions in the text.
Range	RL.4.9	identifies similar explicitly stated themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	describes the treatment of similar explicitly stated 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.	compares and contrasts the treatment of implicitly stated themes and topics and patterns of events in complex stories, myths, and traditional literature from different cultures; makes higher level inferences to identify support used by authors.

		Reading: Informational Text			
Range	RI.4.1	identifies what the text says explicitly and draws simple inferences from the text.	refers to details and examples from the text when explaining what the text says explicitly, and when drawing simple inferences from the text.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	refers to details and examples in a text when explaining what the text says explicitly and when drawing complex inferences from the text.
Range	RI.4.2	identifies an explicitly stated main idea and key details of a text.	describes an explicitly 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; provides a comprehensive summary of the text.
Range	RI.4.3	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.
Range	RI.4.4	uses easily located, explicitly stated details to determine the meaning of frequently used academic and domain-specific words or phrases in a text.	uses explicitly stated details to determine the meaning of general 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 the meaning of advanced academic and domain-specific words or phrases in a text.
Range	RI.4.5	identifies the structure of events, ideas, concepts, or information in part of a text.	identifies the overall structure of events, ideas, concepts, or information in a text or part of a text.	describes the overall structure of events, ideas, concepts, or information in a text or part of a text.	explains the overall structure of events, ideas, concepts, or information in a text or part of a text and how that contributes to the meaning of the text.
Range	RI.4.6	identifies whether texts written on the same event or topic are a firsthand or secondhand account.	compares and contrasts a firsthand and secondhand account of the same event or topic; indentifies the difference in 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 a firsthand and secondhand account of the same event or topic; describes, citing textual evidence, the difference in focus and the information provided.

Range	RI.4.7	identifies or describes information presented visually, orally, or quantitatively.	identifies information presented visually, orally, or quantitatively and describes how the information contributes to an understanding of the text in which it appears.	interprets information presented visually, orally, or quantitatively and explains how the information contributes to an understanding of the text in which it appears.	analyzes information presented visually, orally, or quantitatively and explains how the information contributes to the overall understanding of the text in which it appears.
Range	RI.4.8	identifies reasons and evidence to support particular points in a text.	describes how an author uses reasons and evidence to support particular points 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.
Range	RI.4.9	uses information from one text in order to write or speak about the subject knowledgeably.	identifies explicitly stated information from two texts on the same topic that could be used to write or speak about the subject knowledgeably with support.	integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	integrates complex and inferred information and textual evidence from two texts on the same topic in an organized manner in order to write or speak about the subject knowledgeably.
Writing					
Range	W.4.1	writes an opinion that lacks organization, does not include an introduction or conclusion or includes an ineffective one, provides irrelevant reasons to support the opinion, and does not include connections between opinions and reasons or includes ineffective connections.	writes a loosely organized opinion piece that introduces the topic, provides relevant and irrelevant reasons to support the opinion, states opinions and reasons lacking clear connections, and provides a concluding statement.	writes a well-organized opinion piece that introduces the topic, provides reasons for the opinion that are supported by facts and details, links opinions and reasons, and provides a relevant concluding statement.	writes a well-organized opinion piece that effectively introduces the topic, provides reasons for the opinion that are effectively supported by facts and details, links opinions with established reasons, and provides an effective concluding statement.
Range	W.4.2	writes an explanation that lacks organization, may not include an introduction or conclusion or includes an ineffective one, provides irrelevant facts and details that may or may not have support in the text in an attempt to develop the topic, and does not use domain-specific vocabulary to clarify the text.	writes a loosely organized explanatory piece that introduces the topic, develops the topic with facts and details that may or may not have support in the text, links ideas with categories of information that may or may not be demonstrated in the text, uses domain-specific vocabulary in an attempt to explain the topic, and provides a concluding statement.	writes a well-organized explanatory piece that clearly introduces the topic, develops the topic with concrete facts and details, links ideas with categories of information, uses domain-specific vocabulary, and provides a concluding statement.	writes a well-organized explanatory piece that clearly and effectively introduces the topic, develops the topic with concrete facts and details, links supported ideas with categories of information, uses domain-specific vocabulary efficiently, and provides an effective concluding statement.

Range	W.4.4-6	produces writing with guidance and support that includes incomplete development, revision, and collaborative elements and has no clear purpose or audience.	produces writing with guidance and support that includes insufficient development, revision, and collaborative elements and an unclear or unfocused purpose or audience.	produces writing with guidance and support that includes and exhibits development, revision, and collaborative elements, a concise purpose, and a clear audience.	produces strong writing with guidance and support that includes and exhibits complex development, concise revision, and collaborative elements, as well as a clear target audience and a well-established purpose.
Range	W.4.7-8	conducts some research and recalls some information from experiences and sources, providing evidence that is not relevant or sorted into the provided categories and drawing irrelevant information from literary or informational texts to attempt to support his or her research.	conducts some research and recalls some information from experiences and sources, providing some evidence that may not be sorted into the provided categories and drawing some relevant information from literary or informational texts to attempt to support his or her research.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts to support his or her research.	conducts research and recalls information from experiences and sources, sorting relevant evidence into categories and drawing information from literary or informational texts as strong, relevant support for his or her research.

			Listening		
Range	SL.4.2	retells a text read aloud or information presented in a diverse media and format, including visually, quantitatively, and orally.	describes a text read aloud or information presented in a diverse media and format, 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.	paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally, keeping the same organizational structure.
Range	SL.4.3	identifies one reason or piece of evidence a speaker provides to support a particular point.	identifies one reason and evidence a speaker provides to support a particular point.	identifies the reasons and evidence a speaker provides to support particular points.	evaluates the strength of the reasons and evidence a speaker provides to support particular points.

			Language		

Range	L.4.1	attempts to meet the conventions of standard English grammar and usage when writing; forms and uses simple prepositional phrases.	demonstrates an understanding of the conventions of standard English grammar and usage when writing, including using relative pronouns and relative adverbs and forming and using the progressive verb tense; orders adjectives within sentences according to conventional patterns; forms and uses simple prepositional phrases; produces complete sentences, recognizing and correcting fragments and run-ons.	demonstrates command of the conventions of standard English grammar and usage when writing, including using relative pronouns and relative adverbs, forming and using the progressive verb tenses, and using modal auxiliaries (e.g., can, may, must) to convey various conditions; orders adjectives within sentences according to conventional patterns; forms and uses prepositional phrases; produces complete sentences, recognizing and correcting inappropriate fragments and run-ons; correctly uses frequently confused words (e.g., to, too, two; there, their).	demonstrates strong command of the conventions of standard English grammar and usage when writing, including using relative pronouns and relative adverbs, forming and using the progressive verb tenses, and using modal auxiliaries (e.g., can, may, must) to convey various conditions; orders adjectives within sentences according to conventional patterns; forms and uses complex prepositional phrases; produces complete sentences with varying complexity, recognizing and correcting inappropriate fragments and run-ons; correctly uses frequently confused words (e.g., to, too, two; there, their).
Range	L.4.2	attempts to meet the conventions of standard English capitalization, punctuation, and spelling when writing; uses commas and/or quotation marks to mark direct speech and quotations from a text; spells most words correctly, consulting references as needed.	demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing; uses commas and/or quotation marks to mark direct speech and quotations from a text; spells most words correctly, consulting references as needed.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing; uses commas and quotation marks to mark direct speech and quotations from a text; uses a comma before a coordinating conjunction in a compound sentence; spells words correctly, consulting references as needed.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing; uses commas and quotation marks to mark direct speech and quotations from a text; uses a comma before a coordinating conjunction in a compound sentence; spells low-frequency and above grade-level words correctly, consulting references as needed.

Range	L.4.3	uses some knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to form sentences; uses some punctuation.	uses some knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to convey ideas; uses appropriate punctuation; uses a consistently formal or informal tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to convey ideas precisely; chooses punctuation for effect; differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	uses advanced knowledge of language and its conventions when writing, speaking, reading, or listening; chooses a wide variety of words and phrases to convey ideas precisely; chooses appropriate punctuation for effect; differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Range	L.4.4	clarifies the meaning of unknown words and phrases, uses immediate context as a clue to the meaning of a word or phrase; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine the meaning of words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases; choosing from a limited range of strategies, uses immediate context as a clue to the meaning of a word or phrase; recognizes Greek and Latin affixes and roots; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of a word or phrase; uses common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies; uses sentence- and paragraph-level context as a clue to the meaning of a word or phrase; uses Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Range	L.4.5	recognizes simple figurative language, simple word relationships, and nuances in word meanings; recognizes simple similes and metaphors; recognizes common idioms, adages, and proverbs; understands that words have direct opposites (antonyms) and some words have similar but not identical meanings (synonyms).	demonstrates understanding of simple figurative language, simple word relationships, and nuances in word meanings; explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; recognizes and explains the meaning of common, simple idioms, adages, and proverbs; demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	demonstrates understanding of figurative language, word relationships, and nuances in word meanings; explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; recognizes and explains the meaning of common idioms, adages, and proverbs; demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings; explains the meaning of similes and metaphors in context; recognizes and explains the meaning of idioms, adages, and proverbs; demonstrates deep understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).