



Assessment Development Guide

Educator Resource

English Language Arts: Grade 4

This document is intended to describe how the Kansas assessments align to the Kansas standards. It illustrates how standards, evidence statements, performance level descriptors (PLDs), and depth of knowledge influence the Kansas summative assessment.

The 2017 Kansas ELA content standards serve as the foundation of the assessment. These standards are grouped into clusters, and the assessment mirrors these same groupings. By assessing at the cluster level, it is possible to highlight student mastery of the connected material contained in the standards. Emphasis on particular clusters captures the focus, coherence, and rigor of the standards. These content emphases guide the development of each assessment.

Suggested Uses

Educators can use this document to

- better understand the standards and the assessment.
- understand what is expected of students in order to achieve performance level 3.
- check the alignment of curriculum and learning activities.
- ensure that long-range instructional plans match the major emphases of the standards.
- apply standards at the level of rigor necessary to allow students to demonstrate success or mastery within a balanced assessment system.
- develop learning goals.
- build a greater understanding of student, grade-level, school, and district results and plan for future learning activities accordingly.
- provide professional development opportunities within a school or district, and for vertical team planning, grade-level planning, and professional learning communities.

Evidence Statements

Evidence statements are derived from the content standards and describe the knowledge and skills that an assessment item or task elicits from students.

Evidence statements are also designed to provide guidance for teachers in creating classroom learning opportunities that align with the expectations of the standards. Evidence statements should not be used as a checklist of student understanding, nor should they be used to limit instructional practices.

Performance Level Descriptors

To help educators and parents understand students' performance at each level, PLDs are available for each test. PLDs define the knowledge, skills, and processes that students likely demonstrate at different levels of proficiency within the reporting categories (1, 2, 3, 4). PLDs are not inclusive: they do not describe all possible skills students could demonstrate at each of the levels. PLDs should not be viewed as checklists of what students should know or be able to do.

These PLDs appear on Individual Student Reports and describe student performance on the assessment.

Level 1: A student at Level 1 shows a *limited* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 2: A student at Level 2 shows a *basic* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 3: A student at Level 3 shows an *effective* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 4: A student at Level 4 shows an *excellent* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Detailed descriptions of performance levels for grade 4 ELA are contained within this document.

Depth of Knowledge

The Kansas Assessment Program (KAP) uses Webb's depth of knowledge (DOK) framework to classify each assessment item based on the level of cognitive demand required by students. The four DOK levels **do not** directly correspond to the four performance levels of the KAP summative assessments.

DOK is a measure of cognitive complexity, not a measure of difficulty. Item difficulty is determined by the percentage of students who correctly respond to an item. It is possible for a DOK 2 item to be very difficult and for a DOK 3 item to be relatively easy.

Items within an assessment include a range of DOK levels and correspond to the levels of cognitive complexity required by the content standards. There are four DOK levels, as outlined below.

- Level 1** Recall and Reproduction: Recall a fact, term, definition, principle, or concept; perform a simple procedure.
- Level 2** Basic Application of Skills and Concepts: Apply conceptual knowledge; use provided information to select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organize or display data; interpret or use simple graphs.
- Level 3** Strategic Thinking: Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex, or nonroutine problems; interpret information and provide justification when more than one approach is possible.
- Level 4** Extended Thinking: Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources.

Test Content Summary

The test summary provides general information related to the emphasis placed on certain domains and clusters within the assessment.

KAP ELA assessments focus on two overarching domains: Writing and Reading. The latter is further divided into the reading of literary and informational texts.

Writing: Students can produce effective writing for a range of purposes and audiences.

Items assessing Writing may be drawn from both clusters below.

Text Types & Purposes

Language in Writing

Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Items assessing Reading may be drawn from any of the clusters below.

Key Ideas & Definitions

Craft & Structure

Language in Reading

Integration of Knowledge & Ideas

Table 1 summarizes the content of the KAP ELA assessments (effective with spring 2020 administration).

Table 1. Grade 4 ELA Test Summary

Writing	Percentage of Assessment	Depth of Knowledge
Text Types & Purpose	35%–40%	2
Language in Writing		
Reading: Literary	Percentage of Assessment	Depth of Knowledge
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		
Reading: Informational	Percentage of Assessment	Depth of Knowledge
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		

The remaining pages of this document are organized by cluster. Evidence statements and PLDs are shown below each cluster.

Text Types & Purposes**Cluster**

Demonstrate ability to differentiate between fact and opinion. Demonstrate ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

Standard**W.4.1**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Evidence Statements

1. The student identifies the differences between fact and opinion.
2. The student uses provided information to organize and support an opinion or argument by
 - a. clearly stating an opinion on a given topic,
 - b. organizing supporting evidence/reasons,
 - c. using transition words and phrases to connect opinions and reasons, and
 - d. developing an appropriate conclusion related to the opinion presented.
3. The student revises an opinion or argument by
 - a. identifying a missing or weak introduction and conclusion,
 - b. identifying an improved organization or supporting evidence/reasons,
 - c. deleting evidence/reasons that do not support the opinion, and
 - d. identifying missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements such as stating an opinion about an explicit topic, • organizing supporting evidence or reasons into logical groups, • using transition words and phrases to connect opinions to evidence or reasons, or • providing an appropriate conclusion that supports the stated opinion. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements such as stating an opinion about an explicit topic, • establishing a context, • organizing supporting evidence or reasons into logical groups, • using transition words and phrases to connect opinions to evidence or reasons, • providing an appropriate conclusion that supports the stated opinion, • categorize facts and opinions, and/or • recognizing reasons and evidence to support an idea when revising. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements such as stating an opinion about an explicit topic, • establishing a context, • organizing supporting evidence or reasons into logical groups, • using transition words and phrases to connect opinions to evidence or reasons, • providing an appropriate conclusion that supports the stated opinion, • explain the differences between facts and opinions, and/or • recognizing reasons and evidence to support an idea when revising.

Text Types & Purposes**Cluster**

Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

Standard**W.4.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Evidence Statements

1. The student will use provided information to organize and support an informational or explanatory texts by
 - a. clearly stating a main idea,
 - b. using supporting details to develop the main idea,
 - c. using transition words and phrases to connect ideas,
 - d. using precise language, and
 - e. developing an appropriate conclusion related to the information or explanation presented.
2. The student will revise an informational or explanatory texts by
 - a. identifying a missing or weak introduction and conclusion,
 - b. identifying an improved organization or supporting details,
 - c. deleting details that do not support the text's main idea,
 - d. using precise language, and
 - e. identifying missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea, • organizing supporting details into logical groups, • using transition words and phrases to connect ideas, • using appropriate language, or • including an appropriate conclusion. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea, • organizing supporting details into logical groups, • using transition words and phrases to connect ideas, • using appropriate language, • including an appropriate conclusion related to the information or explanation presented, and/or • removing details that do not support the main idea when revising. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea, • organizing supporting details into logical groups, • using transition words and phrases to connect ideas, • using appropriate precise language, • including an appropriate conclusion related to the information or explanation presented, and/or • removing details that do not support the main idea when revising.

Text Types & Purposes**Cluster**

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).
Revise one or more paragraphs demonstrating these abilities.

W.4.3**Standard**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Evidence Statements

1. The student will use provided information to organize a narrative that engages and orients the reader by
 - a. clearly establishing a situation,
 - b. introducing a narrator or character(s),
 - c. using dialogue and descriptions to develop the story,
 - d. using transitional words to manage the sequence of events,
 - e. using concrete words and sensory details, and
 - f. developing an appropriate closure that follows from the narrative.
2. The student will revise a narrative by
 - a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s);
 - b. identifying an improved organization, dialogue, and/or description;
 - c. deleting details that are inconsistent with the rest of the narrative;
 - d. using concrete words and sensory details; and
 - e. identifying a missing or weak conclusion.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation, • introducing a narrator or character(s), • organizing the narrative with a sequence of events that unfolds naturally, • using concrete language, • using common transitional words or phrases to manage the sequence of events, or • providing a closure. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by establishing a situation, • introducing a narrator and/or character(s), • organizing a narrative with a sequence of events that unfolds naturally, • using details or dialogue to develop the story, • using concrete language or sensory details, • using common transitional words and phrases to manage the sequence of events, • providing closure that follows logically from the narrative, and/or • removing details that are inconsistent with the narrative when revising. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by establishing a situation, • introducing a narrator and character(s), • organizing a narrative with a sequence of events that unfolds naturally, • using details and/or dialogue to develop the story, • using concrete language and sensory details, • using intermediate transitional words or phrases to manage the sequence of events, • providing closure that follows logically from the narrative, and/or • removing details that are inconsistent with the narrative when revising.

Language in Writing

Cluster Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

Standard **W.4.10.a**
Choose words and phrases to convey ideas precisely.

Evidence Statement		
1. The student will identify and use word(s) or phrase(s) to precisely convey ideas.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying and using grade-appropriate word(s) or phrase(s) or identifying and using academic/tier 2 words to inform or explain to precisely convey ideas. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying and using grade-appropriate word(s) or phrase(s), identifying and using academic/tier 2 and/or domain-specific/tier 3 words or phrases to precisely convey ideas, and/or identifying the effect of word choice on the audience or achieving a purpose. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying and using grade-appropriate word(s) or phrase(s), identifying and using academic/tier 2 or domain-specific/tier 3 words or phrases to precisely convey ideas, and/or evaluating the effect of word choice on the audience or achieving a purpose.

Language in Writing

Cluster Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

W.4.10

Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.

Standards

W.4.11

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Evidence Statements		
New-to-grade conventions	Conventions assessed across relevant grades	Carry-over skills from previous two grades
<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. progressive verb tenses; 2. modal auxiliaries to convey various conditions; 3. adjectives within a sentence according to conventional patterns; 4. prepositional phrases; 5. complete sentences and recognizing inappropriate sentence fragments, run-on sentences; 6. frequently confused words (<i>to/too/two</i>; <i>there/their</i>); and 7. punctuation for effect. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. subject-verb agreement and 2. pronoun-antecedent agreement. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. a regular plural noun, 2. an irregular plural noun, 3. an abstract noun, 4. a regular verb, 5. an irregular verb, 6. a simple verb tense, 7. a comparative adjective, 8. a superlative adjective, 9. a comparative adverb, 10. a superlative adverb, 11. a coordinating conjunction, and 12. simple and compound sentences.
<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. capitalization, 2. commas and quotation marks in direct address and quotations, and 		<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. capitalization of titles, 2. commas in addresses,

<p>3. commas and coordinating conjunctions in a compound sentence.</p>		<p>3. commas and quotation marks in dialogue, and 4. possessives.</p>
<p>Performance Level Descriptors (PLDs)</p>		
<p style="text-align: center;">All Levels</p> <p>Students can apply and edit some grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p>Conventions at this grade and level of proficiency include use and/or correction of:</p> <ul style="list-style-type: none"> • progressive verb tenses, • modal auxiliaries to convey conditions, • ordering adjectives according to conventional patterns, • incorrect use of fragmented, run-on sentences, • comma use (with quotations for direct speech and before a coordinating conjunction); • capitalization, and/or • spelling of grade-appropriate words and frequently confused words (e.g., <i>to/too/two</i>). 		

Key Ideas & Details

Cluster Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

RL.4.1

Standard Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a conclusion based on the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying text evidence, such as explicit details, to support a given conclusion based on the text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> referencing explicit details and/or identifying implicit information to support a given conclusion based on the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> referencing explicit details and implicit information to support a given conclusion based on the text.

Cluster	Key Ideas & Details Identify or summarize central ideas, key events, or the sequence of events presented in a text.
Standard	RL.4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.

Evidence Statement		
1. The student will determine or summarize a theme, main idea, or supporting details.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • identifying the type of literary text being read, • identifying a theme or main idea presented in a text, or • restating the key events presented in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • classifying by type the literary text being read, • determining and/or summarizing a theme or main idea presented in a text, • summarizing key events presented in a text, and/or • identifying details within a text to support a theme or main idea. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • classifying by type the literary text being read, • analyzing and summarizing a theme or main idea presented in a text, • summarizing key events presented in a text, and/or • using details within a text or texts to support and justify the statement of theme or main idea.

Key Ideas & Details

Cluster

Describe and demonstrate understanding of and connection between literary elements, including theme, characters, setting, dialogue, and conflict.

RL.4.3

Standard

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Evidence Statement		
1. The student will use specific details from the text to describe literary elements (e.g., character, setting, plot points, dialogue).		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the use of literary elements (e.g., character, setting, plot points) within a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing or comparing the use of literary elements (e.g., character, setting, plot points) within a text and/or identifying details from the text that help describe the literary elements used within the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing and comparing the use of literary elements (e.g., character, setting, plot points) within a text and/or using specific details from the text to help describe the literary elements used within the text.

Craft & Structure

Cluster Determine intended meanings of words, including distinguishing literal and nonliteral language, with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

RL.4.4

Standard Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will identify allusions to mythological characters. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the meaning of a word based on explicit context in a text or • determining the intended meaning of common/tier 1 words and academic/tier 2 words in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the meaning of a word or phrase based on explicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, and/or • identifying literary allusions to mythological characters. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the meaning of a word or phrase based on explicit or implicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, and/or • explaining literary allusions to mythological characters.

Craft & Structure

Cluster Relate knowledge of text structures, genre-specific features, or forms to obtain, interpret, explain, or connect information within text.

RL.4.5

Standard Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Evidence Statement		
1. The student will explain the differences between different formats (e.g., prose, poem, drama).		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the structural elements of different literary forms. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing or contrast the structural elements of different literary forms. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing the differences between different literary forms.

Craft & Structure

Cluster Identify or explain point of view, author’s message, or author’s purpose and the impact of these elements on a text and on reader interaction with a text.

RL.4.6

Standard Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

Evidence Statements		
1. The student will analyze different points of view. 2. The student will recognize the differences between first- and third-person narration.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the point(s) of view used to narrate two texts. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> comparing the point(s) of view used to narrate two texts and/or comparing first- and third-person narration. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing the point(s) of view used to narrate two or more texts and/or comparing and contrasting first- and third-person narration.

Cluster **Integration of Knowledge & Ideas**
 Identify or summarize the relationship between texts by the same author, by different authors, and/or about different topics.

Standard **RL.4.9**
 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Evidence Statement		
1. The student will analyze two or more myths, stories, and traditional literature from different cultures on the same topic.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying similarities between two or more texts with a single theme or patterns of events. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing the similarities and differences between two or more texts that have a single theme and patterns of events. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing and interpreting the similarities and differences between two or more texts with a single theme and patterns of events.

Language in Reading**Cluster**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

RL.4.11**Standards**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on grade 4 reading and content*, choosing flexibly from a range of strategies.

RL.4.12

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
 - a. using context clues,
 - b. using common Greek and Latin affixes, and
 - c. using reference materials to determine and/or clarify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
 - a. explaining the meaning of simple similes and metaphors used in context,
 - b. explaining the meaning of common idioms, adages, and proverbs in context, and
 - c. identifying antonyms and/or synonyms of a specific word.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying literal and figurative language used in context, identifying common affixes used in a text, recognizing antonyms or synonyms, or using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> using context to determine the meaning of literal and figurative language used in a text, identifying affixes used in a text, identifying antonyms and synonyms, and/or using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> analyzing context to determine the meaning of literal and figurative language used in a text, interpreting the meaning of affixes used in a text, interpreting antonyms and synonyms, and/or using resources to determine the correct meaning of an unknown word in a text.

Key Ideas & Details

Cluster Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

RI.4.1

Standard Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying text evidence, such as explicit details, to support a given conclusion based on the text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> referencing explicit details and/or identifying implicit information to support a given conclusion based on the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> referencing explicit details and implicit information to support a given conclusion based on the text.

Cluster **Key Ideas & Details**
 Identify or summarize central ideas, key events, or procedures and details that support them.

Standard **RI.4.2**
 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Evidence Statement		
1. The student will determine or summarize a main idea, key event, or supporting details.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying a main idea presented in a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> determining and/or summarizing a main idea presented in a text, identifying key events in a text, and/or identifying details within a text to support a main idea. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing and summarizing a main idea presented in a text and/or using key events and details within a text or texts to support and justify the statement of main idea.

Cluster **Key Ideas & Details**
 Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.

RI.4.3

Standard Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Evidence Statement		
1. The student will explain and/or analyze the relationship between elements of a text (e.g., people, events, ideas, topics) based on a text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the events, procedures, ideas, or concepts presented within a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing the events, procedures, ideas, or concepts presented within a text while using specific details from the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> using specific information from the text to analyze the events, procedures, and/or ideas/concepts presented in a text.

Craft & Structure

Cluster

Determine intended meanings of words, including academic/tier 2 and domain-specific/tier 3 words, and the impact of the author’s word choice and use of figurative language, with primary focus on the academic/tier 2 vocabulary common to complex texts in all disciplines.

RI.4.4

Standard

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

Evidence Statement		
1. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> determining the intended meaning of common/tier 1 words and academic/tier 2 words as used in a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words as used in a text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing the intended meaning of academic/tier 2 words and domain-specific/tier 3 words as used in a text.

Cluster **Craft & Structure**
 Relate knowledge of text structures or text features (e.g., bold text, headings) to obtain, interpret, or explain information.

Standard **RI.4.5**
 Describe 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.

Evidence Statement		
1. The student will identify the structure used in a text or in part of a text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) used in the whole or part of a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) used in the whole or part of a text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) used in the whole or part of a text.

Craft & Structure

Cluster Determine the author’s message/line of reasoning and point of view/purpose and the impact of those perspectives on the information presented in a text.

RI.4.6

Standard Compare and contrast a first- and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Evidence Statement		
1. The student will analyze first- and secondhand accounts of the same topic or events.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying first- and secondhand accounts of the same topic, including differences in focus or information provided. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> comparing and contrasting first- and secondhand accounts of the same topic, including differences in focus or information provided. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing and summarizing the similarities and differences between first- and secondhand accounts of the same topic, including differences in focus and information provided.

Cluster **Integration of Knowledge & Ideas**
 Relate knowledge of nonprint formats (e.g., illustrations, graphs) to examine, integrate, or compare information within text.

RI.4.7

Standard Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Evidence Statement		
1. The student will describe how visual information contributes to an understanding of the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying visual information provided in a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> discussing visual information provided in a text or describing how visual information aids overall understanding of the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing and interpreting visual information provided in a text and/or analyzing how that information contributes to overall understanding of the text.

Cluster **Integration of Knowledge & Ideas**
 Determine the structure and logic of the author’s argument using claims supported by evidence.

Standard **RI.4.8**
 Explain how an author uses reasons and evidence to support particular points in a text.

Evidence Statement		
1. The student will explain how an author supports different points in a text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying explicit evidence used to support the author’s claims. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing explicit evidence used to support the author’s claims. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing and interpreting the explicit evidence used to support the author’s claims.

Cluster **Integration of Knowledge & Ideas**

Identify or summarize the relationship between texts by the same author, by different authors, and/or about different topics.

Standard **RI.4.9**

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Evidence Statement		
1. The student will analyze two or more texts on the same topic.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> • comparing information from two texts on the same topic. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> • combining information from two texts on the same topic, and/or • drawing conclusions from information from two texts on the same topic. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> • synthesizing and analyzing information from two texts on the same topic.

Language in Reading**Cluster**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

RI.4.11**Standards**

Determine or clarify the meaning of unknown and multi-meaning words and phrases *based on grade 4 reading and content*, choosing flexibly from a range of strategies.

RI.4.12

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
 - a. using context clues,
 - b. using common Greek and Latin affixes, and
 - c. using reference materials to determine and/or clarify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
 - a. explaining the meaning of simple similes and metaphors used in context;
 - b. explaining the meaning of common idioms, adages, and proverbs in context; and
 - c. identifying antonyms and/or synonyms of a specific word.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying literal and figurative language used in context, identifying common affixes used in a text, recognizing antonyms or synonyms, or using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> using context to determine the meaning of literal and figurative language used in a text, identifying affixes used in a text, identifying antonyms and synonyms, and/or using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> analyzing context to determine the meaning of literal and figurative language used in a text, interpreting the meaning of affixes used in a text, interpreting antonyms and synonyms, and/or using resources to determine the correct meaning of an unknown word in a text.