

# Kansas Performance Level Descriptors

4th Grade English Language Arts

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**Cluster: Key Ideas & Details**

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

**Standard: RL.4.1**

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

**PLDs:**

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a conclusion based on a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Identify</b> text evidence, such as explicit details and examples to support a conclusion.</li></ul>	<ul style="list-style-type: none"><li>• <b>Evaluate</b> text evidence, such as implicit information and explicit details, to support a conclusion based on a text.</li><li>• <b>Explain</b> how text details and information support an inference from the text.</li></ul>	<ul style="list-style-type: none"><li>• <b>Analyze</b> multiple kinds of text evidence to support a conclusion based on a text.</li><li>• <b>Prove</b> how text details support the given inference or conclusion.</li></ul>

**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.

**PLDs:**

Evidence Statement		
1. The student will determine or summarize a theme, a main idea, or supporting details.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Identify</b> an explicitly stated main idea.</li><li>• <b>Identify</b> explicit supporting details.</li></ul>	<ul style="list-style-type: none"><li>• <b>Determine</b> explicit and implicit supporting details to include in a summary.</li><li>• <b>Summarize</b> the key events of a story, drama, or poem in the correct order.</li></ul>	<ul style="list-style-type: none"><li>• <b>Analyze</b> strong supporting details that show the theme or main idea.</li><li>• <b>Explain</b> how a theme or main idea develops in a literary text.</li></ul>

**Cluster: Key Ideas & Details**

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

**Standard: RL.4.3**

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).

**PLDs:**

Evidence Statement		
1. The student will use specific details from a text to describe literary elements (e.g., character, setting, specific details, dialogue).		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Identify</b> text details.</li><li>• <b>Recognize</b> literary elements (e.g., characters, setting, dialogue).</li></ul>	<ul style="list-style-type: none"><li>• <b>Differentiate</b> specific details in the text.</li><li>• <b>Describe</b> in depth literary elements (e.g., characters, setting, dialogue) using specific details from a text.</li></ul>	<ul style="list-style-type: none"><li>• <b>Analyze</b> literary elements (e.g., characters, setting, dialogue) using specific details from a text.</li></ul>

**Cluster:            Craft & Structure**

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.

**Standard:        RL.4.4**

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).

**PLDs:**

Evidence Statements		
<ol style="list-style-type: none"><li>1. The student will determine the meaning of a word or phrase based on its context in a literary text.</li><li>2. The student will identify allusions to mythological characters.</li></ol>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Recognize</b> the meaning of a word or phrase based on explicit context.</li><li>• <b>Recognize</b> when mythological characters are referenced.</li></ul>	<ul style="list-style-type: none"><li>• <b>Determine</b> the meaning of a word or phrase based on implicit or explicit context.</li><li>• <b>Identify</b> allusions to mythological characters.</li></ul>	<ul style="list-style-type: none"><li>• <b>Explain</b> the meaning of a word or phrase based on implicit or explicit context in a literary text.</li><li>• <b>Explain</b> literary allusions to mythological characters.</li></ul>

**Cluster:            Craft & Structure**

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

**Standard:        RL.4.5**

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.

**PLDs:**

Evidence Statement		
1. The student will explain the differences among different formats (e.g., prose, poem, drama).		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Recognize</b> the genre of a literary text (e.g., prose, poem, drama).</li><li>• <b>Recognize</b> structural differences between genres.</li></ul>	<ul style="list-style-type: none"><li>• <b>Explain</b> major differences among different literary genres (e.g., prose, poem, drama).</li><li>• <b>Explain</b> structural elements of poetry (e.g., verse, rhythm, meter).</li><li>• <b>Explain</b> structural elements of drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions).</li></ul>	<ul style="list-style-type: none"><li>• <b>Compare and contrast</b> major differences among different genres of literary text (e.g., prose, poem, drama).</li><li>• <b>Analyze</b> the structural elements of poetry (e.g., verse, rhythm, meter).</li><li>• <b>Analyze</b> how structural elements of drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) contribute to a literary text.</li></ul>

**Cluster:            Craft & Structure**

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.]

**Standard:        RL.4.6**

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

**PLDs:**

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: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> different points of view present in a text.</li><li>● <b>Recognize</b> first-person narration.</li><li>● <b>Recognize</b> third-person narration.</li></ul>	<ul style="list-style-type: none"><li>● <b>Compare and contrast</b> different points of view present in a text.</li><li>● <b>Distinguish</b> specific differences between first-person and third-person narration.</li></ul>	<ul style="list-style-type: none"><li>● <b>Analyze</b> the different points of view present in a text and how they are conveyed.</li><li>● <b>Explain</b> the differences between first-person and third- person narration.</li></ul>



**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.

**PLDs:**

Evidence Statement		
1. The student will analyze two or more myths, stories, and/or works of traditional literature from different cultures on the same topic.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Identify</b> a common topic present in two texts.</li><li>• <b>Identify</b> similarities between texts from different cultures on the same topic.</li></ul>	<ul style="list-style-type: none"><li>• <b>Analyze</b> where similarities and differences are within two or more texts (e.g., myths, stories, traditional literature) from different cultures on the same topic.</li></ul>	<ul style="list-style-type: none"><li>• <b>Evaluate</b> the similarities and differences among two or more texts (e.g., myths, stories, traditional literature) from different cultures on the same topic.</li></ul>

**Cluster: Language in Reading**

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.

**Standard: RL.4.11**

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.4.11.a Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.
- RL.4.11.b Use common Greek and Latin affixes to define the meaning of a word.
- RL.4.11.c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**PLDs:**

Evidence Statement		
1. The student will determine the meaning of an unknown word or phrase by <ul style="list-style-type: none"><li>a. using context clues,</li><li>b. using common Greek and Latin affixes, and</li><li>c. using reference materials to determine and/or clarify meaning.</li></ul>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> word relationships (antonym, synonym) to determine the meaning of an unknown word or phrase</li><li>● <b>Identify</b> known grade-appropriate affixes and/or roots.</li><li>● <b>Identify</b> the purposes of and how to use different reference materials (e.g., glossaries, beginning dictionaries).</li></ul>	<ul style="list-style-type: none"><li>● <b>Use</b> sentence-level context (antonym, examples, definition, synonym) to determine the meaning of an unknown word or phrase.</li><li>● <b>Use</b> common Greek and Latin affixes and/or roots to determine the meaning of an unknown word or phrase.</li><li>● <b>Use</b> reference materials to determine the meaning of an unknown word or phrase.</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> the meaning of multiple-meaning words or phrases using context clues (antonym, examples, definition, synonym).</li><li>● <b>Explain</b> the meaning of a multiple-meaning word using Greek and Latin affixes.</li><li>● <b>Use</b> reference materials to confirm and clarify shades of meaning of multiple-meaning words or phrases.</li></ul>

**Cluster: Language in Reading**

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.

**Standard: RL.4.12**

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

**PLDs:**

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ol style="list-style-type: none"><li>explaining the meaning of simple similes and metaphors used in context,</li><li>explaining the meaning of common idioms, adages, and proverbs in context, and</li><li>identifying antonyms and/or synonyms of a specific word.</li></ol>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Identify</b> simple similes that use “like” or “as.”</li><li>• <b>Identify</b> simple metaphors.</li><li>• <b>Identify</b> common idioms, adages, and proverbs in context.</li><li>• <b>Recognize</b> words that are related or are opposite to each other.</li></ul>	<ul style="list-style-type: none"><li>• <b>Explain</b> the meaning of simple similes and metaphors in context.</li><li>• <b>Explain</b> the meaning of common idioms, adages, and proverbs in context.</li><li>• <b>Identify</b> antonyms and/or synonyms of a specific word.</li></ul>	<ul style="list-style-type: none"><li>• <b>Analyze</b> the meaning of similes and metaphors in context.</li><li>• <b>Analyze</b> the meaning of common idioms, adages, and proverbs in context.</li><li>• <b>Explain</b> nuances and different connotations between synonyms and antonyms.</li></ul>

**Cluster: Key Ideas & Details**

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

**Standard: RI.4.1**

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

**PLDs:**

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Recognize</b> at least one explicit detail from a text that supports a given conclusion.</li></ul>	<ul style="list-style-type: none"><li>• <b>Identify</b> explicit details and/or implicit information from a text to support a given inference or conclusion.</li></ul>	<ul style="list-style-type: none"><li>• <b>Differentiate</b> between details and/or examples to find best textual evidence to support an inference or conclusion.</li></ul>

**Cluster: Key Ideas and 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.

**PLDs:**

Evidence Statement		
1. The student will determine or summarize a main idea, a key event, or supporting details.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Recognize</b> a main idea or key event.</li><li>● <b>Recognize</b> supporting details.</li><li>● <b>Recognize</b> a complete summary.</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> a main idea or key event.</li><li>● <b>Explain</b> how supporting details contribute to the overall main idea.</li><li>● <b>Summarize</b> a main idea or key event using key details from the text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Analyze</b> a main idea or key event.</li><li>● <b>Distinguish</b> which details support a main idea and which details do not support it.</li><li>● <b>Summarize</b> an informational text by including the main idea, key events, and important supporting details in the correct sequence.</li></ul>

**Cluster: Key Ideas & Details**

Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.

**Standard: RI.4.3**

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.

**PLDs:**

Evidence Statement		
1. The student will explain and/or analyze the relationship among elements of a text (e.g., people, events, ideas, topics) based on a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Identify</b> elements of a text (e.g., people, events, ideas, topics).</li><li>• <b>Describe</b> an individual element of a text (e.g., person, event, idea, topic) based on specific information in the text.</li><li>• <b>Recount</b> a general idea of what happened in a historical, scientific, or technical text.</li></ul>	<ul style="list-style-type: none"><li>• <b>Explain</b> the relationship among elements of a text (e.g., people, events, ideas, topics).</li><li>• <b>Explain</b> what happened and why in a historical, scientific, or technical text based on specific information in the text.</li></ul>	<ul style="list-style-type: none"><li>• <b>Analyze</b> the relationship among elements of a text (e.g., people, events, ideas, topics).</li><li>• <b>Analyze</b> what happened and why in a historical, scientific, or technical text based on specific information in the text.</li></ul>

**Cluster:            Craft & Structure**

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.

**Standard:        RI.4.4**

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

**PLDs:**

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: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Identify</b> the intended meaning of tier 1 or tier 2 words with using contextual support.</li></ul>	<ul style="list-style-type: none"><li>• <b>Determine</b> the intended meaning of academic / tier 2 and domain-specific tier 3 words.</li></ul>	<ul style="list-style-type: none"><li>• <b>Predict</b> the intended meaning of unfamiliar academic and domain-specific words.</li></ul>

**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.

**PLDs:**

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: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Recognize</b> the relationships among ideas, concepts, or information in a text or in part of a text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Describe</b> the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) used in a text or part of a text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> the structure used in a text or part of a text and how it conveys relationships among events, ideas, concepts, and/or information.</li></ul>



**Cluster:            Craft & Structure**

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.

**Standard:            RI.4.6**

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

**PLDs:**

Evidence Statement		
1. The student will analyze first- and secondhand accounts of the same topic or events.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Explain</b> first- and secondhand accounts of the same topic or events.</li><li>● <b>Identify</b> differences in focus in the information provided.</li></ul>	<ul style="list-style-type: none"><li>● <b>Analyze</b> first- and secondhand accounts of the same topic or events.</li><li>● <b>Describe</b> the differences in focus and information provided between first- and secondhand accounts of the same topic or events.</li></ul>	<ul style="list-style-type: none"><li>● <b>Compare and contrast</b> information from first- and secondhand accounts of the same topic or events.</li><li>● <b>Analyze</b> the differences in focus and information provided between first- and secondhand accounts of the same topic or events.</li></ul>

**Cluster:            Integration of Knowledge & Ideas**

Relate knowledge of nonprint formats (e.g., illustrations, graphs) to examine, integrate, or compare information within text.

**Standard:        RI.4.7**

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.

**PLDs:**

Evidence Statement		
1. The student will describe how visual information contributes to an understanding of a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Identify</b> visual information (e.g., in charts, graphs, diagrams, timelines, animations, interactive elements on Web pages) presented in a text.</li></ul>	<ul style="list-style-type: none"><li>• <b>Describe</b> how visual information (e.g., in charts, graphs, diagrams, timelines, animations, interactive elements on Web pages) contributes to the understanding of a text.</li></ul>	<ul style="list-style-type: none"><li>• <b>Analyze</b> the relationship between visual information (e.g., in charts, graphs, diagrams, timelines, animations, interactive elements on Web pages) and how these elements impact a text.</li></ul>

**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.

**PLDs:**

Evidence Statement		
1. The student will explain how an author supports different points in a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> reasons or evidence used by an author.</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> how an author uses reasons and evidence to support particular points.</li></ul>	<ul style="list-style-type: none"><li>● <b>Analyze</b> how an author supports different points in a text.</li></ul>

**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.

**PLDs:**

Evidence Statement		
1. The student will analyze two or more texts on the same topic.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>• <b>Determine</b> information in two texts on the same topic.</li><li>• <b>Determine</b> similarities and differences between texts by the same author or different authors.</li></ul>	<ul style="list-style-type: none"><li>• <b>Analyze</b> a topic by integrating information from at least two texts on the same topic.</li><li>• <b>Compare</b> two texts by the same author or different authors.</li></ul>	<ul style="list-style-type: none"><li>• <b>Analyze</b> the relationships between two texts on the same topic, noting points of comparison and/or points of contrast.</li><li>• <b>Analyze</b> the relationships among two or more texts by the same author or different authors, noting points of comparison and/or points of contrast.</li></ul>

**Cluster: Language in Reading**

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.

**Standard: RI.4.11**

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.4.11.a Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.
- RI.4.11.b Use common Greek and Latin affixes to define the meaning of a word.
- RI.4.11.c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**PLDs:**

Evidence Statement		
1. The student will determine the meaning of an unknown word or phrase by <ul style="list-style-type: none"><li>a. using context clues,</li><li>b. using common Greek and Latin affixes, and</li><li>c. using reference materials to determine and/or clarify meaning.</li></ul>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> context that relates to an unknown word or phrase.</li><li>● <b>Identify</b> common Greek and Latin affixes and/or roots.</li><li>● <b>Determine</b> a reference material to help clarify the meaning of a word.</li></ul>	<ul style="list-style-type: none"><li>● <b>Determine</b> the meaning of unknown words or phrases by using context clues (antonym, examples, inferences, definition, synonym).</li><li>● <b>Determine</b> how Greek and Latin affixes and/or roots develop the meaning of a word.</li><li>● <b>Determine</b> appropriate resources to use to understand the meaning of the word in context of the sentence.</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> how context clues (antonym, examples, inferences, definition, synonym) help define an unknown word or phrase.</li><li>● <b>Evaluate</b> how Greek and Latin affixes and/or roots develop the meaning of a word and relate other words that are made of the same affixes.</li><li>● <b>Use</b> appropriate reference materials to determine and/or clarify meaning.</li></ul>

**Cluster: Language in Reading**

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.

**Standard: RI.4.12**

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

- RI.4.12.a Explain the meaning of simple similes and metaphors in context.
- RI.4.12.b Recognize and explain the meaning of common idioms, adages and proverbs in context.
- RI.4.12.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**PLDs:**

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ul style="list-style-type: none"><li>a. explaining the meaning of simple similes and metaphors used in context,</li><li>b. explaining the meaning of common idioms, adages, and proverbs in context, and</li><li>c. identifying antonyms and/or synonyms of a specific word.</li></ul>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> simple similes and metaphors used in context.</li><li>● <b>Identify</b> common idioms, adages, and proverbs in context.</li><li>● <b>Identify</b> antonyms and/or synonyms of words with support.</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> the meaning of simple similes and metaphors used in context.</li><li>● <b>Explain</b> the meaning of common idioms, adages, and proverbs in context.</li><li>● <b>Identify</b> antonyms and/or synonyms of a specific word.</li></ul>	<ul style="list-style-type: none"><li>● <b>Analyze</b> the meaning and/or effect of similes and nuanced metaphors.</li><li>● <b>Analyze</b> the meaning and impact of common idioms, adages, and proverbs on a text.</li></ul>

**Cluster: Text Types & Purposes**

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.

- W.4.1.a Know the difference between fact and opinion.
- W.4.1.b Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- W.4.1.c Provide reasons that are supported by facts and details.
- W.4.1.d Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

**PLDs:**

Evidence Statements		
<ol style="list-style-type: none"><li>1. The student identifies the differences between fact and opinion.</li><li>2. The student uses provided information to organize and support an opinion or argument by<ol style="list-style-type: none"><li>a. clearly stating an opinion on a given topic,</li><li>b. organizing supporting evidence/reasons,</li><li>c. using transition words and phrases to connect opinions and reasons, and</li><li>d. developing an appropriate conclusion related to the opinion presented.</li></ol></li><li>3. The student revises an opinion or argument by<ol style="list-style-type: none"><li>a. identifying a missing or weak introduction and conclusion,</li><li>b. identifying an improved organization or supporting evidence/reasons,</li><li>c. deleting evidence/reasons that do not support the opinion, and</li><li>d. identifying missing or weak transition words and phrases.</li></ol></li></ol>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> a fact in a text.</li><li>● <b>Identify</b> some supporting evidence/reasons for an opinion.</li><li>● <b>Identify</b> transition words and phrases to connect supporting evidence/reasons.</li></ul>	<ul style="list-style-type: none"><li>● <b>Identify</b> the difference between fact and opinion.</li><li>● <b>State</b> an opinion on a given topic clearly.</li><li>● <b>Determine</b> appropriate supporting evidence/reasons and</li></ul>	<ul style="list-style-type: none"><li>● <b>Develop</b> a clear opinion on a given topic that can be supported with evidence/reasons.</li><li>● <b>Explain</b> how reasons/evidence support the opinion statement.</li><li>● <b>Determine</b> transitional words and phrases that clarify relationships</li></ul>

<ul style="list-style-type: none"> <li>● <b>Include</b> a concluding statement.</li> <li>● <b>Identify</b> a weak or missing introduction or conclusion.</li> <li>● <b>Identify</b> where evidence or support is needed.</li> <li>● <b>Identify</b> when transitions are missing.</li> </ul>	<p>logically organize them to align with a given opinion.</p> <ul style="list-style-type: none"> <li>● <b>Determine</b> appropriate transition words and phrases to connect opinions and reasons.</li> <li>● <b>Develop</b> an appropriate conclusion related to the opinion presented.</li> <li>● <b>Determine</b> where there is a missing or underdeveloped introduction or conclusion.</li> <li>● <b>Analyze</b> where there are disorganized reasons or irrelevant evidence.</li> <li>● <b>Determine</b> when a transition is weak or missing.</li> </ul>	<p>between claims and reasons.</p> <ul style="list-style-type: none"> <li>● <b>Conclude</b> with a statement that reinforces the argument's main points.</li> <li>● <b>Evaluate</b> areas that need to be corrected or made stronger with organization and supporting details.</li> <li>● <b>Evaluate</b> areas where word choice could be changed to make the text stronger.</li> </ul>
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**Cluster: Text Types & Purposes**

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**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**PLDs:**

Evidence Statements		
<ol style="list-style-type: none"><li>1. The student will use provided information to organize and support an informational or explanatory text by<ol style="list-style-type: none"><li>a. clearly stating a main idea,</li><li>b. using supporting details to develop the main idea,</li><li>c. using transition words and phrases to connect ideas,</li><li>d. using precise language, and</li><li>e. developing an appropriate conclusion related to the information or explanation presented.</li></ol></li><li>2. The student will revise an informational or explanatory text by<ol style="list-style-type: none"><li>a. identifying a missing or weak introduction or conclusion,</li><li>b. identifying an improved organization or supporting details,</li><li>c. deleting details that do not support the text's main idea,</li><li>d. using precise language, and</li><li>e. identifying missing or weak transition words and phrases.</li></ol></li></ol>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> a main idea.</li><li>● <b>Identify</b> facts, details, and examples that support a main idea.</li><li>● <b>List</b> transition words and domain-specific vocabulary related to a topic.</li><li>● <b>Identify</b> a weak or missing introduction or conclusion.</li></ul>	<ul style="list-style-type: none"><li>● <b>Introduce</b> a topic clearly, provide a general observation and focus, and group related information logically.</li><li>● <b>Develop</b> a topic with facts, definitions, concrete details, quotations or other information, and examples related to the topic.</li></ul>	<ul style="list-style-type: none"><li>● <b>Evaluate</b> the effectiveness of different text structures in conveying the information in an informational or explanatory text.</li><li>● <b>Analyze</b> areas that need to be corrected or made stronger with organization and supporting details.</li></ul>

<ul style="list-style-type: none"> <li>● <b>Identify</b> where evidence or support is needed.</li> <li>● <b>Identify</b> when transitions are missing.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provide</b> a concluding section related to the information or explanation presented.</li> <li>● <b>Determine</b> a missing or underdeveloped introduction or conclusion.</li> <li>● <b>Determine</b> disorganized reasons or irrelevant evidence.</li> <li>● <b>Determine</b> when a transition is weak or missing.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Analyze</b> areas where word choice could be changed to make the text stronger.</li> </ul>
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**Cluster: Text Types & Purposes**

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.

**Standard: W.4.3**

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

**PLDs:**

Evidence Statements		
<ol style="list-style-type: none"><li>1. The student will use provided information to organize a narrative that engages and orients the reader by<ol style="list-style-type: none"><li>a. clearly establishing a situation,</li><li>b. introducing a narrator or character(s),</li><li>c. using dialogue and descriptions to develop the story,</li><li>d. using transitional words to manage the sequence of events,</li><li>e. using concrete words and sensory details, and</li><li>f. developing an appropriate closure that follows from the narrative.</li></ol></li><li>2. The student will revise a narrative by<ol style="list-style-type: none"><li>a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s),</li><li>b. identifying an improved organization, dialogue, and/or description,</li><li>c. deleting details that are inconsistent with the rest of the narrative,</li><li>d. using concrete words and sensory details, and</li><li>e. identifying a missing or weak conclusion.</li></ol></li></ol>		
Performance Level Descriptors (PLDs)		
<b>Level 2: Basic</b> <ul style="list-style-type: none"><li>● <b>Identify</b> the narrator and/or characters in a text.</li><li>● <b>List</b> transitional words and phrases.</li><li>● <b>Identify</b> a problem and how it might be solved.</li><li>● <b>Identify</b> dialogue and descriptive language in a text.</li></ul>	<b>Level 3: Proficient</b> <ul style="list-style-type: none"><li>● <b>Establish</b> a situation and introduce a narrator and/or characters clearly.</li><li>● <b>Organize</b> an event sequence that unfolds naturally.</li><li>● <b>Use</b> narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the</li></ul>	<b>Level 4: Advanced</b> <ul style="list-style-type: none"><li>● <b>Establish</b> a clear point of view for the narrator and/or characters using descriptive details and dialogue.</li><li>● <b>Analyze</b> where there are areas that need to be corrected or made stronger with organization and supporting details.</li></ul>

<ul style="list-style-type: none"> <li>● <b>Identify</b> a weak or missing introduction or conclusion.</li> <li>● <b>Identify</b> where evidence is needed.</li> <li>● <b>Identify</b> when transitions are missing.</li> </ul>	<p>responses of characters to situations.</p> <ul style="list-style-type: none"> <li>● <b>Provide</b> a conclusion that follows from the narrated experiences or event.</li> <li>● <b>Determine</b> a missing or underdeveloped introduction or conclusion.</li> <li>● <b>Determine</b> when there are disorganized reasons or irrelevant evidence.</li> <li>● <b>Determine</b> when a transition is weak or missing.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Analyze</b> areas where word choice could be changed to make the text stronger.</li> </ul>
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**Cluster: Language in Writing**

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

**Standard: W.4.10**

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

- W.4.10.a Choose words and phrases to convey ideas precisely.
- W.4.10.b Form and use relative pronouns and relative adverbs.
- W.4.10.c Form and use the progressive verb tenses.
- W.4.10.d Use modal auxiliaries (e.g., can, must) to convey various conditions.
- W.4.10.e Order adjectives within sentences according to conventional patterns.
- W.4.10.f Form and use prepositional phrases.
- W.4.10.g Produce complete sentences, recognizing and correcting inappropriate fragments and runons.
- W.4.10.h Correctly use frequently confused words (e.g., to, too, two)
- W.4.10.i Choose punctuation for effect.

**PLDs:**

Evidence Statements
<ol style="list-style-type: none"><li>1. The student will identify and use words or phrases to precisely convey ideas.</li><li>2. The student will identify, use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none"><li>a. progressive verb tenses,</li><li>b. modal auxiliaries to convey various conditions,</li><li>c. adjectives within a sentence according to conventional patterns,</li><li>d. prepositional phrases,</li><li>e. complete sentences, inappropriate sentence fragments, run-on sentences,</li><li>f. frequently confused words (to/too/two, there/their), and</li><li>g. punctuation for effect.</li></ol></li><li>3. The student will identify, use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none"><li>a. subject-verb agreement and</li><li>b. pronoun-antecedent agreement.</li></ol></li><li>4. The student will identify, use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none"><li>a. a regular plural noun,</li><li>b. an irregular plural noun,</li><li>c. an abstract noun,</li><li>d. a regular verb,</li><li>e. a simple verb tense,</li><li>f. a comparative adjective,</li></ol></li></ol>

g. a superlative adjective, h. a comparative adverb, i. a superlative adverb, j. a coordinating conjunction, and k. simple and compound sentences.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> <li>● <b>Develop</b> words and phrases to convey ideas.</li> <li>● <b>Identify</b> progressive verb tenses and modal auxiliaries using support.</li> <li>● <b>Identify</b> adjectives within a sentence and identity patterns of use.</li> <li>● <b>Identify</b> prepositional phrases.</li> <li>● <b>Develop</b> complete sentences without a fragment or run-on.</li> <li>● <b>Identify</b> appropriate times to use frequently confused words (e.g., to/too/two, there/their).</li> <li>● <b>Determine</b> correct punctuation for writing.</li> <li>● <b>Identify</b> correct usage of regular and irregular plural nouns, abstract nouns, regular verbs, and simple verb tenses; comparative and superlative adjectives and adverbs; coordinating conjunctions; and simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Determine</b> words and phrases to convey ideas precisely.</li> <li>● <b>Use</b> progressive verb tenses and modal auxiliaries appropriately to express actions and conditions.</li> <li>● <b>Use</b> adjectives within a sentence according to conventional patterns.</li> <li>● <b>Use</b> prepositional phrases to add detail and meaning.</li> <li>● <b>Construct</b> complete sentences and identify and correct fragments and run-on sentences.</li> <li>● <b>Recognize and correct</b> frequently confused words (e.g., to/too/two, there/their).</li> <li>● <b>Use</b> punctuation for effect to enhance writing.</li> <li>● <b>Use</b> correct subject-verb agreement in a variety of sentence types.</li> <li>● <b>Use</b> pronoun-antecedent agreement in most contexts, including singular/plural forms.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Apply</b> progressive verb tenses and modal auxiliaries with accuracy to convey complex ideas and conditions.</li> <li>● <b>Use</b> adjectives and prepositional phrases effectively to enhance clarity, description, and sentence variety.</li> <li>● <b>Edit</b> and revise for complete sentences free of fragments and run-ons.</li> <li>● <b>Edit and appropriately use</b> frequently confused words (e.g., to/too/two, there/their).</li> <li>● <b>Edit and revise</b> punctuation to improve clarity.</li> <li>● <b>Edit</b> for subject-verb agreement across all sentence types, including complex and compound sentences.</li> <li>● <b>Edit</b> for pronoun-antecedent agreement, ensuring clarity even with indefinite pronouns or unclear antecedents.</li> <li>● <b>Edit</b> for correct usage of regular and irregular</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Correctly use</b> regular and irregular plural nouns, abstract nouns, regular verbs, and simple verb tenses; comparative and superlative adjectives and adverbs; coordinating conjunctions; and simple and compound sentences.</li> </ul>	<p>plural nouns, abstract nouns, regular verbs, and simple verb tenses; comparative and superlative adjectives and adverbs; coordinating conjunctions; and simple and compound sentences.</p>
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**Cluster: Language in Writing**

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

**Standard: W.4.11**

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

- W.4.11.a Use correct capitalization.
- W.4.11.b Use commas and quotation marks to mark direct speech and quotations from a text.
- W.4.11.c Use a comma before a coordinating conjunction in a compound sentence.
- W.4.11.d Spell grade-appropriate words correctly, consulting references as needed.

**PLDs:**

Evidence Statement		
1. The student will identify, use, edit to correct, and/or edit for correct <ul style="list-style-type: none"><li>a. usage of capitalization,</li><li>b. usage of commas and quotation marks in direct address and quotations,</li><li>c. usage of commas and coordinating conjunctions in a compound sentence, and</li><li>d. spellings of grade-appropriate words.</li></ul>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> titles and correct capitalization in titles.</li><li>● <b>Identify</b> commas and quotation marks in dialogue and correct usage of commas and quotation marks in dialogue and quotations.</li><li>● <b>Identify</b> correct usage of commas and coordinating conjunctions in a compound sentence.</li><li>● <b>Recognize</b> and spell below-grade-level words and tier 1 words correctly.</li></ul>	<ul style="list-style-type: none"><li>● <b>Use</b> correct capitalization in titles.</li><li>● <b>Use</b> commas and quotation marks in dialogue and quotations.</li><li>● <b>Use</b> commas and coordinating conjunctions in a compound sentence.</li><li>● <b>Use</b> spellings of grade-appropriate and tier 2 words correctly, consulting references as needed.</li></ul>	<ul style="list-style-type: none"><li>● <b>Apply</b> correct capitalization in titles.</li><li>● <b>Apply</b> correct usage of commas and quotation marks in dialogue.</li><li>● <b>Establish</b> correct usage of commas and coordinating conjunctions in a compound sentence.</li><li>● <b>Spell</b> words correctly, consulting references as needed.</li></ul>