English Language Arts Grade4

PLD	Standard	Novice	Partially Proficient	Proficient	Advanced
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. 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 as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. 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 as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. 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 as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. 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 a range of grade-appropriate texts, the Level 1 student	For a range of grade-appropriate texts, the Level 2 student	For a range of grade-appropriate texts, the Level 3 student	For a range of grade-appropriate texts, the Level 4 student
Reading: Literature/Fiction					
Range	RL.4.1	explains what the text says explicitly and draws simple inferences from the text; identifies some key details in the text.	explains what the text says explicitly and draws simple inferences; refers to details and examples using textual evidence when explaining what the text says explicitly; determines key details in the text.	refers to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarizes 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; summarizes the text.
Range	RL.4.2	identifies an explicitly stated theme in a story, drama, or poem.	determines an explicitly stated theme in a story, drama, or poem.	determines the theme in a story, drama, or poem.	determines an implicitly stated theme in a story, drama, or poem.
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 allusions in the meaning of familiar words and phrases as they are used in a text.	uses explicitly stated details to determine the allusions in the meaning of words and phrases as they are used in a text, including, but not limited to, significant characters found in mythology.	determines the allusions in the meaning of words and phrases as they are used in a text, including, but not limited to, significant characters found in mythology.	determines the allusions in 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	identifies 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 structural elements.	explains how major differences between poems, drama, and prose affect meaning, and refers to complex structural elements.

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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 connections presented within 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/Nonfiction Text			
Range	RI.4.1	explains what the text says explicitly and draws simple inferences from the text; identifies some key details in the text.	explains what the text says explicitly, referring to details and examples from the text (textual evidence), and draws simple inferences from the text; provides a simple summary of the text.	refers to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text; summarizes the text.	refers to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing complex inferences from the text; summarizes the text.
Range	RI.4.2	identifies an explicitly stated main idea and key details of a text.	determines an explicitly stated main idea of a text and determines the key details.	determines the main idea of a text and explains how it is supported by key details.	determines an implicitly stated main idea of a text and explains, using textual evidence, how it is supported by key details.
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 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.

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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.	describes a firsthand and secondhand account of the same event or topic.	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, using 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 data from two sources, but are not able to successfully integrate	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 and concludes the topic, provides relevant and irrelevant reasons to support the opinion, and states opinions and reasons lacking clear connections.	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 with transitions, 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 reasons using transitions, and provides an effective concluding statement.

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Range	W.4.2	writes an explanation that lacks organization, does not include an introduction or conclusion or includes an ineffective one, provides irrelevant reasons to support 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 using transitions, 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 using effective transitions, uses domain-specific vocabulary efficiently, and provides an effective concluding statement.
Range	W.4.4–6	produces writing that includes insufficient development, revision, and collaborative elements and has no clear purpose or audience.	produces writing that includes incomplete or insufficient development, revision, and collaborative elements and an unclear or unfocused purpose or audience.	produces writing that includes and exhibits development, revision, and collaborative elements, a concise purpose, and a clear audience.	produces strong writing 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 relevant 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 provided or self-genreated categories and drawing information from literary or informational texts as strong, relevant support for his or her research.
Listening					
Range	SL.4.2	identifies a text read aloud or information presented in a singular media format, including visually, quantitatively, and orally.	identifies 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.	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.

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Language					
Range	L.4.1	Within the context of English and writing, ensures subject-verb agreement; produces compound sentences; uses regular plural nouns; uses abstract nouns; uses regular and irregular verbs; uses comparative and superlative adjectives; explains the function of an adjective; uses comparative and superlative adverbs and chooses between them depending on what is to be modified; uses prepositional phrases.	Within the context of English and writing, displays inconsistent ability to: ensure subject-verb agreement; produce compound sentences; use regular plural nouns; use abstract nouns; use regular and irregular verbs; use comparative and superlative adjectives; explain the function of an adjective; use comparative and superlative adverbs and choose between them depending on what is to be modified; use prepositional phrases.	Within the context of English writing and speaking, displays proficiency to: ensure subject-verb agreement; produce compound sentences; use regular plural nouns; use abstract nouns; use regular and irregular verbs; use comparative and superlative adjectives; explain the function of an adjective; use comparative and superlative adverbs and choose between them depending on what is to be modified; use prepositional phrases.	Within the context of English writing and speaking, demonstrates command to: ensure subject-verb agreement; produce compound sentences; use regular plural nouns; use abstract nouns; use regular and irregular verbs; use comparative and superlative adjectives; explain the function of an adjective; use comparative and superlative adverbs and choose between them depending on what is to be modified; use prepositional phrases.
Range	L.4.2	Within the context of English writing and speaking, attempts to meet the basics to: use commas and quotation marks to mark direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence; use punctuation to separate items in a series; use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	Within the context of English writing and speaking, shows the inconsistent ability to: use commas and quotation marks to mark direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence; use punctuation to separate items in a series; use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	Within the context of English writing and speaking, shows the ability to: use commas and quotation marks to mark direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence; use punctuation to separate items in a series; use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	Within the context of English writing and speaking, shows a command to: use commas and quotation marks to mark direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence; use punctuation to separate items in a series; use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
Range	L.4.4	clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies; 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; 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.

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PLD	Standard	Novice	Partially Proficient	Proficient	Advanced
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).