

Grade 4 Language Arts Performance Level Descriptors

(Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)

Students performing at the advanced level:

In vocabulary: Compare the use of figurative language in multiple texts to justify inferred meaning of words. Justify the use of context clues to infer meaning.

In reading comprehension: Evaluate an inferred outcome or synthesis based on text-based evidence.

In writing: Based on audience and purpose, justify an appropriate composing process to produce or evaluate descriptive, narrative, informational, or persuasive text of increasing complexity and length. Justify composed text based on inquiry and research.

In grammar: Apply knowledge of Standard English grammar purposefully using present perfect verb tense. Apply knowledge of Standard English mechanics and sentence structure purposefully including phrases and clauses to produce texts with sophisticated grade-level syntax.

Students performing at the proficient level:

In vocabulary: Identify roots and affixes (non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words. Apply expansive knowledge of words and word meanings. Apply knowledge of simple figurative language (hyperbole) to determine meaning of words and communicate. Use context clues (definitions, synonyms, or antonyms) to infer meanings. Use reference materials (dictionary, glossary) to determine syllabication, synonyms, antonyms, and parts of speech for unknown words.

In reading comprehension: Apply knowledge of text features (boldfaced print, italics, maps, icons, pull-down menus, key word searches); parts of a book (appendix, footnotes); text structures (compare/contrast); and genres to interpret or analyze text. Analyze texts in order to infer or synthesize information. Generate a summary or paraphrase of events or ideas in text, citing text-based evidence. Interpret increasingly complex text to compare and contrast information regarding story elements (setting, characters, character traits, events, resolution, point of view); literary devices (imagery, exaggeration, dialogue); sound devices (rhyme, rhythm, alliteration, onomatopoeia, assonance); and author's purpose (inform, entertain, persuade). Identify tools of persuasion (name calling, endorsement, repetition, air and rebut the other side's point of view) in text.

In writing: Use an appropriate composing process to produce descriptive text using specific details and varied language; narrative text relating an event with a clear beginning, middle, and end; informational text clearly expressing a main idea with supporting details, including but not limited to text containing chronological order, cause and effect, compare and contrast, or simple procedure; simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience; and text based on inquiry and research.

In grammar: Apply Standard English grammar (appositives; linking verbs; present perfect verb tense; object, reflexive, and demonstrative pronouns; comparative forms of adverbs) and Standard English mechanics (commas for introductory prepositional phrases and nonessential appositive phrases, quotation marks with titles of songs and titles of short stories, colons before lists introduced by sentences, capitalization of first word in greetings and closings of friendly letters and of proper adjectives) to compose or edit. Apply knowledge of sentence structure (simple

sentences with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; sentences with descriptive adjectives, adverbs, prepositional phrases functioning as adjectives or adverbs, and appositive phrases) to compose or edit, avoiding comma splices. Spell words commonly found in fourth-grade-level text.

Students performing at the basic level:

In vocabulary: Use syllabication types for decoding words. Identify and produce synonyms, antonyms, and homonyms. Apply knowledge of simple figurative language (simile, metaphor, personification) to determine meaning. Use reference materials (dictionary, glossary) to determine the meaning and pronunciation of unknown words.

In reading comprehension: Recognize and identify text features (boldfaced print, italics, maps, icons, pull-down menus, key word searches), parts of a book (appendix, footnotes), text structures (compare/contrast), and genres to understand text. Analyze text to identify and understand information. Recognize a summary or paraphrase of the events or ideas in text. Use text to identify story elements, literary devices, sound devices, and author's purpose. Distinguish between fact and opinion.

In writing: Use an appropriate composing process to produce grade-level descriptive text; narrative text with a clear beginning, middle, and end; informational text; and simple persuasive text.

In grammar: Recognize Standard English grammar (appositives; linking verbs; present perfect verb tense; object, reflexive, and demonstrative pronouns; comparative forms of adverbs) and Standard English mechanics (commas for introductory prepositional phrases and nonessential appositive phrases, quotation marks with titles of songs and titles of short stories, colons before lists introduced by sentences, capitalization of first word in greetings and closings of friendly letters and of proper adjectives). Recognize sentence structure incorporating simple sentences with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; sentences with descriptive adjectives, adverbs, prepositional phrases functioning as adjectives or adverbs, and appositive phrases; and comma splices.

Students performing at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance.