	Performance Level Descriptors (PLDs)			
	Level 1	Level 2	Level 3	Level 4
<b>Policy Statement</b>	The student has a minimal	The student has a partial	The student has a strong	The student has an advanced
	understanding of grade-level	understanding of grade-level	understanding of grade-level	understanding of grade-level
	standards and is likely to	standards and is likely to need	standards and demonstrates the	standards and exceedingly
	need additional support at	some additional support at this	knowledge and skills at this level	demonstrates the knowledge
	this level of learning as	level of learning as described in	of learning as described in the	and skills at this level of learning
	described in the Alabama	the Alabama Course of Study.	Alabama Course of Study.	as described in the Alabama
	Course of Study.			Course of Study.

The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.

	Reading			
	A student at this level	A student at this level	A student at this level	A student at this level
4.RL.RR.9/ 4.RI.RR.19	<ul> <li>reads and minimally comprehends literature and informational texts in the grade 4 text complexity level.</li> </ul>	<ul> <li>reads and partially comprehends literature and informational texts in the grade 4 text complexity level.</li> </ul>	<ul> <li>reads and proficiently comprehends literature and informational texts in the grade 4 text complexity level.</li> </ul>	<ul> <li>reads and thoroughly comprehends literature and informational texts in the grade 4 text complexity level.</li> </ul>
4.RL.KI.1	<ul> <li>attempts to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<ul> <li>refers to some details and examples in a text when explaining what the text says explicitly and when drawing some inferences from the text.</li> </ul>	<ul> <li>refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<ul> <li>refers to multiple details and examples when explaining what the text says explicitly and when drawing multiple inferences from the text.</li> </ul>
4.RL.KI.2	<ul> <li>attempts to determine a theme of a story, drama, or poem from details in</li> </ul>	<ul> <li>determines an explicit theme of a story, drama, or poem from details in the text;</li> </ul>	<ul> <li>determines a theme of a story, drama, or poem from details in the text; summarizes the text.</li> </ul>	<ul> <li>determines an implied theme of a story, drama, or poem from details in the text;</li> </ul>

	the text; attempts to	simplistically		summarizes the text in
	summarize the text.	summarizes the text.		depth.
4.RL.KI.3	Summanze the text.	Summanzes the text.	- describes in death a	deptii.
4.NL.NI.3	a attamenta ta	a dooribos is some	describes in depth a	a december in dente o
	attempts to	describes in some	character, setting, or	describes in depth a
	describe in depth a	depth a character,	event in a story or	character, setting, or
	character, setting,	setting, or event in a	drama, drawing on	event in a story or
	or event in a story	story or drama,	specific details in the	drama, drawing on
	or drama, drawing	drawing on some	text (e.g., a character's	implied and specific
	on specific details	specific details in the	thoughts, words, or	details in the text (e.g.,
	in the text (e.g., a	text (e.g., a character's	actions).	a character's thoughts,
	character's	thoughts, words, or		words, or actions).
	thoughts, words, or	actions).		
	actions).			
4.RL.CS.4			<ul> <li>determines the</li> </ul>	
	<ul><li>attempts to</li></ul>	<ul> <li>determines the</li> </ul>	meaning of words and	[Level 3 is the highest level
	determine the	meanings of some	phrases as they are	supported by this standard.]
	meanings of words	words and phrases as	used in a text, including	
	and phrases as they	they are used in a text,	those that allude to	
	are used in a text,	including those that	significant characters	
	including those that	allude to significant	found in mythology	
	allude to significant	characters found in	(e.g., Herculean).	
	characters found in	mythology (e.g.,		
	mythology (e.g.,	Herculean).		
	Herculean).	·		
4.RL.CS.5	,		<ul> <li>explains major</li> </ul>	
	attempts to explain	<ul> <li>explains some major</li> </ul>	differences among	<ul> <li>explains in detail major</li> </ul>
	major differences	differences among	poems, drama, and	differences among
	among poems,	poems, drama, and	prose, and refers to the	poems, drama, and
	drama, and prose,	prose, and refers to	structural elements of	prose, and refers in
	and attempts to	some structural	poems (e.g., verse,	detail to the structural
	refer to the	elements of poems	rhythm, meter) and	elements of poems
	structural elements	(e.g., verse, rhythm,	drama (e.g., casts of	(e.g., verse, rhythm,
	of poems (e.g.,	meter) and drama (e.g.,	characters, settings,	meter) and drama (e.g.,
	verse, rhythm,	casts of characters,	descriptions, dialogue,	casts of characters,
	meter) and drama	settings, descriptions,	stage directions) when	settings, descriptions,
	(e.g., casts of	dialogue, stage	writing or speaking	dialogue, stage
	characters,	directions) when	about a text.	directions) when
		-	about a text.	writing or speaking
	settings, descriptions,	writing or speaking about a text.		about a text.
	uescriptions,	about a text.		αυσαί α τέχτ.

4.RL.CS.6	dialogue, stage directions) when writing or speaking about a text.  • attempts to compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul> <li>compares and contrasts simplistically the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> </ul>	<ul> <li>compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> </ul>	compares and contrasts in detail the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
4.RL.IK.8	attempts to 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.	<ul> <li>compares and contrasts simplistically 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.</li> </ul>	<ul> <li>compares and contrasts 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.</li> </ul>	<ul> <li>compares and contrasts in detail 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.</li> </ul>
4.RI.KI.10 4.RI.KI.11	attempts to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul> <li>refers to some details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<ul> <li>refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<ul> <li>refers consistently to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>

4.RI.KI.12	attempts to determine the main idea of a text and attempts to explain how it is supported by key details of a text; attempts to summarize the text.	determines the explicit main idea of a text and explains simplistically how it is supported by key details; summarizes the text simplistically.	<ul> <li>determines the main idea of a text and explains how it is supported by key details; summarizes the text.</li> </ul>	determines the implied main idea of a text and explains in depth how it is supported by key details; summarizes the text in depth.
4.RI.CS.13	<ul> <li>attempts to explain events, procedures, ideas, or concepts in a historical, scientific, or technical test, based on specific information in the text.</li> </ul>	<ul> <li>explains simplistically events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> </ul>	<ul> <li>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.</li> </ul>	<ul> <li>explains in depth events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> </ul>
4.RI.CS.14	attempts to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.	determines the meaning of some general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.	<ul> <li>determines the meaning of general academic and domain- specific words or phrases in a text relevant to a Grade 4 topic or subject area.</li> </ul>	[Level 3 is the highest level supported by this standard.]
	attempts to describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a	describes simplistically the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.	<ul> <li>describes the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.</li> </ul>	describes in depth the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.

	text or part of a			
	text.			
4.RI.CS.15				
	attempts to compare and contrast a firsthand and secondhand account of the same event or topic; attempts to describe the differences in focus and the information provided.	<ul> <li>simplistically compares and contrasts a firsthand and secondhand account of the same event or topic; describes some of the differences in focus and the information provided.</li> </ul>	<ul> <li>compares and contrasts a firsthand and secondhand account of the same event or topic; describes the differences in focus and the information provided.</li> </ul>	<ul> <li>compares and contrasts in depth a firsthand and secondhand account of the same event or topic; describes in detail the differences in focus and the information provided.</li> </ul>
4.RI.IK.16				
4.RI.IK.17	• attempts to interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and attempts to explain how the information contributes to an understanding of the text in which it appears.	<ul> <li>interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and simplistically explains how the information contributes to an understanding of the text in which it appears.</li> </ul>	<ul> <li>interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears.</li> </ul>	<ul> <li>interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains in depth how the information contributes to an understanding of the text in which it appears.</li> </ul>
	attempts to explain	<ul> <li>explains simplistically</li> </ul>	<ul> <li>explains how an author</li> </ul>	<ul> <li>explains in depth how</li> </ul>
	how an author uses	how an author uses	uses reasons and	an author uses reasons
	reasons and	some reasons and	evidence to support	and evidence to

4.RI.IK.18	evidence to support particular points in a text.  • attempts to integrate information from	<ul> <li>evidence to support particular points in a text.</li> <li>integrates simplistically information from two texts on the same topic</li> </ul>	<ul> <li>particular points in a text.</li> <li>integrates information from two texts on the</li> </ul>	support particular points in a text.  • integrates thoroughly information from two
	two texts on the same topic in order to write or speak about the subject knowledgeably.	in order to write or speak about the subject knowledgeably.	same topic in order to write or speak about the subject knowledgeably.	texts on the same topic in order to write or speak about the subject knowledgeably.
	Writing			
	A student at this level	A student at this level	A student at this level	A student at this level
4.W.TTP.22	attempts to write     opinion pieces on     topics or texts,	<ul> <li>writes simplistic opinion pieces on topics or texts, supporting a point of</li> </ul>	<ul> <li>writes opinion pieces on topics or texts, supporting a point of</li> </ul>	<ul> <li>writes in depth opinion pieces on topics or texts, supporting a point of</li> </ul>
	supporting a point of view with reasons	view with reasons and information:	view with reasons and information: introduces	view with relevant reasons and
	and information: attempts to introduce a topic or	simplistically introduces a topic or text, states an opinion, and creates a	a topic or text clearly, states an opinion, and creates an	information: introduces a topic or text clearly, states a clear opinion,
	text clearly, attempts to state an	simple organizational structure in which	organizational structure in which related ideas	and creates a detailed organizational structure
	opinion, and attempts to create an organizational	related ideas are grouped to support the writer's purpose;	are grouped to support the writer's purpose; provides reasons that	in which related ideas are grouped to support the writer's purpose;
	structure in which related ideas are	provides reasons that are supported by facts	are supported by facts and details; links	provides relevant reasons that are
	grouped to support the writer's purpose;	or details; links opinion and reasons using words	opinion and reasons using words and	supported by facts and details; links opinion and
	attempts to provide reasons that are supported by facts	or phrases (e.g., for instance, in order to, in addition); provides a	phrases (e.g., for instance, in order to, in addition); provides a	reasons using relevant words and phrases (e.g., for instance, in order to,
	and details;	simplistic concluding	concluding statement	in addition); provides a

	attempts to link	statement or section	or section related to	concluding statement or
	opinion and reasons	related to the opinion	the opinion presented.	section related to the
	using words and	presented.	the opinion presented.	opinion presented.
	phrases (e.g., for	presented.		opinion presented.
	instance, in order to,			
	in addition);			
	attempts to provide			
	a concluding			
	statement or section			
	related to the			
	opinion presented.			
	opinion presented.	a vuritas simplistis		• writes in death
4.W.TTP.23	a attempts to write	writes simplistic     informative or	writes informative or	<ul> <li>writes in depth informative or</li> </ul>
4.00.117.23	attempts to write informative or			
	explanatory texts to	explanatory texts to	explanatory texts to examine a topic and	explanatory texts to examine a topic and
	examine a topic and	examine a topic and convey ideas and	convey ideas and	convey ideas and
	convey ideas and	information clearly:	information clearly:	information clearly:
	information clearly:	introduces a topic and	introduces a topic clearly	introduces a topic clearly
	attempts to	simplistically groups	and groups related	and in detail and groups
	introduce a topic	related information in	information in	related information in
	·			
	clearly; attempts to	paragraphs and sections; includes some formatting	paragraphs and sections; includes formatting (e.g.,	paragraphs and sections; includes formatting (e.g.,
	include formatting	9	headings), illustrations,	headings), illustrations,
	(e.g., headings), illustrations, and	(e.g., headings),	and multimedia when	and multimedia when
	multimedia when	illustrations, and multimedia when useful	useful to aiding	useful to aiding
	useful to aiding	to aiding comprehension;	comprehension; develops	comprehension; develops
	comprehension;	develops the topic with	the topic with facts,	the topic with relevant
	attempts to develop	some facts, definitions,	definitions, concrete	facts, definitions,
	the topic with facts,	concrete details,	details, quotations, or	concrete details,
	definitions, concrete	quotations, or other	other information and	quotations, or other
	details, quotations,	information related to	examples related to the	information and
	or other information	the topic; links some	topic; links ideas within	examples related to the
	and examples related	ideas within categories of	categories of information	topic; links ideas within
	-	information using words	using words and phrases	• •
	to the topic; attempts to link ideas	or phrases (e.g., another,	(e.g., another, for,	categories of information using words and phrases
	within categories of	for, example, also,	example, also, because);	(e.g., another, for,
	information using	because); uses precise	uses precise language	example, also, because);
	words and phrases	language or domain-	and domain-specific	uses precise language
		0 0	•	and domain-specific
	(e.g., another, for,	specific vocabulary to	vocabulary to inform	and domain-specific

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	example, also,
	because); attempts
	to use precise
	language and
	domain-specific
	vocabulary to inform
	about or explain the
	topic; attempts to
	provide a concluding
	statement or section
	related to the
	information or
	explanation
	presented.
4.W.TTP.24	<ul> <li>attempts to write</li> </ul>
	narratives to
	develop real or
	1

inform about or explain the topic; provides a simplistic concluding statement or section related to the information or explanation presented. about or explain the topic; provides a concluding statement or section related to the information or explanation presented.

vocabulary to inform about or explain the topic; provides an effective concluding statement or section related to the information or explanation presented.

- imagined experiences or events using effective technique, descriptive details, and clear event sequences: attempts to orient the reader by introducing a narrator. characters, or both; attempts to organize an event sequence that unfolds naturally; attempts to use dialogue and description to develop experiences and
- writes simplistic narratives to develop real or imagined experiences or events using some technique, some descriptive details, or some clear event sequences: orients the reader by establishing a simplistic situation or introducing a narrator, characters, or both; organizes a simple event sequence that unfolds naturally; uses dialogue or description to develop experiences or events or show the responses of characters to situations; uses a variety of transitional words or phrases to manage the sequence of events; uses
- writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: orients the reader by establishing a situation and introducing a narrator, characters, or both; organizes an event sequence that unfolds naturally; uses dialogue and description to develop experiences and events or show the responses of characters to situations; uses a variety of transitional words and phrases to manage the sequence of events; uses
- writes in depth narratives to fully develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: orients the reader by thoroughly establishing a situation and introducing a narrator, characters, or both; organizes an event sequence that unfolds naturally; uses complex dialogue and description to develop experiences and events or show the responses of characters to situations: uses a variety of transitional words and phrases to manage the sequence

	events or show the	concrete words or	concrete words and	of events; uses many
	responses of	phrases or sensory	phrases and sensory	concrete words and
	characters to	details to convey	details to convey	phrases and sensory
	situations;	experiences or events;	experiences and events	details to convey
	attempts to use a	provides a simplistic	precisely; provides a	experiences and events
	variety of simple	conclusion that follows	conclusion that follows	precisely; provides an
	words and phrases	from the narrated	from the narrated	effective conclusion
	to manage the	experiences or events.	experiences or events.	that follows from the
	sequence of events;	·	·	narrated experiences or
	attempts to use			events.
	concrete words and			
	phrases to convey			
	experiences and			
	events; attempts to			
	provide a			
	conclusion that			
	follows from the			
	narrated			
	experiences or			
	events.			
		<ul> <li>conducts simplistic</li> </ul>		<ul> <li>conducts thorough</li> </ul>
4.W.R.28	<ul> <li>attempts to</li> </ul>	short research projects	<ul> <li>conducts short research</li> </ul>	short research projects
	conduct short	that build knowledge	projects that build	that build knowledge
	research projects	through investigation of	knowledge through	through investigation of
	that build	different aspects of a	investigation of	different aspects of a
	knowledge through	topic.	different aspects of a	topic.
	investigation of		topic.	
	different aspects of			
	a topic.			
		<ul> <li>recalls some relevant</li> </ul>		<ul> <li>recalls relevant</li> </ul>
4.W.R.29	<ul> <li>attempts to recall</li> </ul>	information from	<ul> <li>recalls relevant</li> </ul>	information from
	relevant	experiences or gathers	information from	experiences or gathers
	information from	some relevant	experiences or gathers	relevant information
	experiences or	information from print	relevant information	from print and digital
	gathers relevant	and digital sources;	from print and digital	sources; takes relevant
	information from	takes some notes and	sources; takes notes	notes and logically
	print and digital	categorizes some	and categorizes	categorizes
	sources; attempts	information, and	information, and	information, and
	to take notes and			

		the feature of the fe		
	categorize	provides a list of some	provides a list of	provides a list of
	information, and	sources.	sources.	sources.
	attempts to provide			
	a list of sources.			
4.W.R.30	<ul> <li>attempts to draw</li> </ul>	<ul> <li>draws simple evidence</li> </ul>		<ul> <li>draws relevant</li> </ul>
	evidence from	from literary or	<ul> <li>draws evidence from</li> </ul>	evidence from literary
	literary or	informational texts to	literary or	or informational texts
	informational texts	support analysis,	informational texts to	to clearly support
	to support analysis,	reflection, and	support analysis,	analysis, reflection, and
	reflection, and	research.	reflection, and	research.
		research.	·	research.
	research.		research.	
	Language		l	
	A student at this level	A student at this level	A student at this level	A student at this level
4.L.C.38	<ul> <li>demonstrates</li> </ul>	<ul> <li>demonstrates simplistic</li> </ul>	<ul> <li>demonstrates command</li> </ul>	<ul> <li>demonstrates in-depth</li> </ul>
	emerging command	command of the	of the conventions of	command of the
	of the conventions	conventions of Standard	Standard English	conventions of Standard
	of Standard English	English grammar and	grammar and usage	English grammar and
	grammar and usage	usage when writing or	when writing or	usage when writing or
	when writing or	speaking: uses familiar	speaking: uses relative	speaking: consistently
	speaking: attempts	relative pronouns (who,	pronouns ( <i>who, whose,</i>	uses relative pronouns
	to use relative	whose, whom, which,	whom, which, that) and	(who, whose, whom,
	pronouns ( <i>who</i> ,	that) or relative adverbs	relative adverbs ( <i>where</i> ,	which, that) and relative
	whose, whom,	(where, when, why);	when, why); forms and	adverbs ( <i>where, when,</i>
	which, that) and	forms or uses the	uses the progressive	why) correctly;
	relative adverbs	progressive (e.g., <i>I was</i>	(e.g., I was walking; I	consistently forms and
	(where, when, why);	walking; I am walking; I	am walking; I will be	uses correctly the
	attempts to form	will be walking) verb	walking) verb tenses;	progressive (e.g., <i>I was</i>
	and use the	tenses; uses familiar	uses modal auxiliaries	walking; I am walking; I
	progressive (e.g., 1	modal auxiliaries (e.g.,	(e.g., can, may, must) to	will be walking) verb
	was walking; I am	can, may, must) to	convey various	tenses; consistently uses
	was waiking, rain walking; I will be	convey various	conditions; orders	modal auxiliaries (e.g.,
	walking) verb	conditions; orders some	adjectives within	can, may, must)
	J	· ·	•	• • • • • • • • • • • • • • • • • • • •
	tenses; attempts to	adjectives within	sentences according to	correctly to convey
	use modal auxiliaries	sentences according to	conventional patterns	various conditions;
	(e.g., can, may,	conventional patterns	(e.g., a small red bag	consistently correctly

must) to convey various conditions; orders basic adjectives within sentences according to conventional patterns (e.g., a *small red bag* rather than a red small bag); attempts to form and use prepositional phrases; attempts to produce complete sentences; attempts to correctly use familiar, frequently confused words (e.g., to, too, two; there, their).

(e.g., a small red bag rather than a red small bag); forms or uses simple prepositional phrases; produces simple complete sentences, recognizing or correcting inappropriate fragments and run-ons; correctly uses familiar frequently confused words (e.g., to, too, two; there, their).

rather than a red small bag); forms and uses prepositional phrases; produces complete sentences, recognizing and correcting inappropriate fragments and run-ons; correctly uses frequently confused words (e.g., to, too, two; there, their).

orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small baq); consistently forms and uses prepositional phrases correctly; consistently and correctly produces complete sentences, recognizing and correcting inappropriate fragments and run-ons; consistently and correctly uses frequently confused unfamiliar words (e.g., to, too, two; there, their).

4.L.C.39

- demonstrates emerging command of the conventions of Standard English capitalization, punctuation, and spelling when writing: attempts to use correct capitalization; attempts to use commas and quotation marks to mark direct speech and quotations from a text; attempts to use a comma before a coordinating
- demonstrates simplistic command of the conventions of Standard English capitalization, punctuation, or spelling when writing: uses some correct capitalization; uses some commas and quotation marks to mark direct speech or quotations from a text; uses commas before coordinating conjunctions in compound sentences; and spells gradeappropriate words
- demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations from a text; uses a comma before a coordinating conjunction in a compound sentence; spells gradeappropriate words
- demonstrates in-depth command of the conventions of Standard English capitalization, punctuation, and spelling when writing: consistently uses correct capitalization; consistently uses commas and quotation marks to mark direct speech and quotations from a text; consistently uses a comma before a coordinating conjunction in a compound sentence; consistently spells unfamiliar grade-

Grade 4		correctly, consulting		appropriate words
	conjunction in a		correctly, consulting references as needed.	
	compound	references.	references as needed.	correctly, consulting
	sentence; and			references as needed.
	attempts to spell			
	grade-appropriate			
	words correctly.			
				consistently determines
4.L.V.41	attempts to			or clarifies the meaning
	determine or clarify	<ul> <li>determines or clarifies</li> </ul>	<ul> <li>determines or clarifies</li> </ul>	of unknown and
	the meaning of	the meaning of some	the meaning of	multiple-meaning words
	unknown and	unknown and multiple-	unknown and multiple-	and phrases based on
	multiple-meaning	meaning words and	meaning words and	Grade 4 reading and
	words and phrases	phrases based on <i>Grade</i>	phrases based on <i>Grade</i>	content, choosing
	based on <i>Grade 4</i>	4 reading and content,	4 reading and content,	flexibly from a range of
	reading and content,	choosing flexibly from a	choosing flexibly from a	strategies: consistently
	choosing flexibly	range of strategies: uses	range of strategies: uses	uses context (e.g.,
	from a range of	explicit context (e.g.,	context (e.g., definitions,	definitions, examples, or
	strategies: attempts	definitions, examples, or	examples, or	restatements in text) as
	to use context (e.g.,	restatements in text) as	restatements in text) as	a clue to the meaning of
	definitions,	a clue to the meaning of	a clue to the meaning of	a word or phrase;
	examples, or	a word or phrase; uses	a word or phrase; uses	consistently uses
	restatements in text)	common, grade-	common, grade-	common, grade-
	as a clue to the	appropriate Greek or	appropriate Greek and	appropriate Greek and
	meaning of a word	Latin affixes and roots as	Latin affixes and roots as	Latin affixes and roots as
	or phrase; attempts	clues to the meaning of	clues to the meaning of	clues to the meaning of
	to use common,	a word (e.g., telegraph,	a word (e.g., telegraph,	a word (e.g., telegraph,
	grade-appropriate	photograph, autograph);	photograph, autograph);	photograph, autograph);
	Greek and Latin	consults some reference	consults reference	consistently consults
	affixes and roots as	materials (e.g.,	materials (e.g.,	reference materials
	clues to the meaning	dictionaries, glossaries,	dictionaries, glossaries,	(e.g., dictionaries,
	of a word (e.g.,	thesauruses), both print	thesauruses), both print	glossaries, thesauruses),
	telegraph,	and digital, to find the	and digital, to find the	both print and digital, to
	photograph,	pronunciation or	pronunciation and	find the pronunciation
	autograph);	determine or clarify the	determine or clarify the	and determine or clarify
	attempts to consult	precise meaning of key	precise meaning of key	the precise meaning of
	reference materials	words or phrases.	words and phrases.	key words and phrases.
	to determine or			
	clarify the precise			

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meaning of key words or phrases.

- attempts to demonstrate understanding of figurative language, word relationships, and nuances in word meanings: attempts to explain the meaning of simple similes and metaphors (e.g., as pretty as a picture); attempts to recognize and explain the meaning of common idioms; attempts to demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- demonstrates understanding of some figurative language, word relationships, and nuances in word meanings: explains the meaning of some simple similes and metaphors (e.g., as pretty as a picture) in context; recognizes and explains the meaning of some common idioms, adages, and proverbs; demonstrates understanding of some 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 in-depth understanding of figurative language, word relationships, and nuances in word meanings: consistently explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; recognizes and explains in detail the meaning of common idioms, adages, and proverbs; demonstrates understanding of words by consistently relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).