

Sample Questions, Task Demands, and Achievement Level Descriptors (4th Grade) Reading Informational Text

Key Ideas and Details

LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Students may be asked to:

- Select words, phrases, or quotations from the text to answer a question about what the text says explicitly or implicitly.
- Select a statement about what the text says explicitly or implicitly and then select words or phrases from the text to support the statement.
- Select an inference and then select a detail or details from the text to support the inference.
- Select direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text.
- Select multiple details or quotations to support an explicit or implicit statement from the text.
- Drag into appropriate areas of a graphic organizer words or phrases that support an explicit statement or an inference from the text.

Sample Question Stems:

- Based on the information in the article, how many branches are in the U.S. Government?
- Select the branch of government whose members hold the longest terms.
- Select the sentence that describes why the creators of the Constitution separated the branches of government. Select the sentence from the article that explains what influenced this decision. (Two part question)

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
refers to a detail and/or example in a text when explaining what the text says explicitly	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	refers to details and examples in a text when analyzing what the text says explicitly and when drawing complex inferences from the text	refers to implicit details throughout the text when analyzing what the text says and when drawing complex inferences from the text

Key Ideas and Details

LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Students may be asked to:

- Select the main idea of the text and then select details from the text to support the main idea.
- **State in writing the main idea of the text and provide supporting details.**
- Select details from the text that are necessary for a summary.
- Place details from the text that are necessary for a summary in the correct order.
- Identify the correct summary of the text.

Sample Question Stems:

- Which of the following is the main idea of the first article?
- What is the main idea of the article?
- Select the statement that is the main idea of the article then select the sentence that supports your answer. (Two part question)
- Select the sentence that summarizes the article.

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
determines an explicitly stated main idea of a text and determines key details; determines key details that should be included in a summary	determines the main idea of a text and explains how it is supported by key details; summarizes the text	determines an implicitly stated main idea of a text and explains, using textual evidence, how it is supported by multiple details; provides a summary of the text using explicit and implicit details	determines an implicitly stated main idea of a text and explains, and uses inferences from textual evidence to explain, how it is supported by implicit details; produces a clear summary using explicit and implicit details

Key Ideas and Details

LAFS.4.RI.1.3: 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.

Students may be asked to:

- Select an explanation of an event, procedure, idea, or concept from the text and then select a detail or details from the text to support that explanation.
- Select an explanation of an event, procedure, idea, or concept from the text.
- **Explain in writing an event, procedure, idea, or concept using specific details from the text.**

Sample Question Stem:

- Select the statement that explains why the President’s term is limited to four years. Then select the sentence from the article that supports your answer.

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
describes an event, procedure, idea, or concept in a historical, scientific, or technical text, including what happened and why, 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 support the explanation	evaluates events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to support the explanation

Craft and Structure

LAFS.4.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

Also assesses 4.L.3.4; 4.L.3.5

Students may be asked to:

- Select details from the text that show the meaning of a word or phrase used in the text.
- Select the meaning of a word or phrase and then select details from the text that support that meaning.
- Identify multiple words or phrases that illustrate the meaning of a word in the text.
- Select the correct meaning of a word from the text that contains a Greek or Latin root or affix.
- **Explain in words the meaning of a word from the text that contains a Greek or Latin affix or root.**
- Select words or phrases that illustrate the meaning of a simile or metaphor.
- Select an explanation of a simile or metaphor found in the text.
- Select multiple words or phrases that contribute to an explanation of a simile or metaphor that is found in the text.
- Select an explanation of an idiom, adage, or proverb found in the text.
- Select multiple words or phrases that contribute to an explanation of an idiom, adage, or proverb found in the text.
- Select a word or words from the text that are antonyms or synonyms to a specific word in the text.
- Place words in a chart to show their antonym or synonym relationship to a specific word from the text.

Sample Question Stems:

- What does the word ____ mean as it is used in the article?
- What does the phrase “ ____ ” mean as it is used in the article?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area through explicitly stated details	determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area	determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area based on implicit textual support	determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area by making connections to subtle, sparse textual support
Standard 4 L 3.4			
determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by <ul style="list-style-type: none"> • using explicit context (e.g., definitions, examples, or restatements in the text) as a clue to the meaning of a word or phrase • determining the meaning of a word when given the meaning of a Greek or Latin affix or root 	determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by <ul style="list-style-type: none"> • using context (e.g., definitions, examples, or restatements in the text) as a clue to the meaning of a word or phrase • using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph) 	determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by <ul style="list-style-type: none"> • integrating multiple context clues • using Greek and Latin affixes and roots as clues to the meaning of a word 	determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by <ul style="list-style-type: none"> • integrating multiple context clues found throughout the entire text • using Greek and Latin affixes and roots as clues to the meaning of a complex word
Standard 4 L 3.5			
demonstrates understanding of word relationships and nuances in word meanings, by <ul style="list-style-type: none"> • recognizing simple similes and metaphors in context and determines the meaning of simple similes; • recognizing the meaning of common idioms, adages, and proverbs; • relating familiar words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) 	demonstrates understanding of word relationships and nuances in word meanings, by <ul style="list-style-type: none"> • explaining the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; • recognizing and explaining the meaning of common idioms, adages, and proverbs; • relating words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) 	demonstrates understanding of word relationships and nuances in word meanings, by <ul style="list-style-type: none"> • explaining the meaning of similes and metaphors in context; • recognizing and explaining the meaning of idioms, adages, and proverbs; • relating unfamiliar words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) 	demonstrates understanding of word relationships and nuances in word meanings, by <ul style="list-style-type: none"> • explaining the meaning of complex similes and metaphors in context; • recognizing and explaining the meaning and purpose of idioms, adages, and proverbs; • applying understanding of word relationships

Craft and Structure

LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Students may be asked to:

- Select a description of the structure of events, ideas, concepts, or information within a text and then select a detail or details from the text that supports that description.
- Select a description of the structure of a text and then select a detail or details that show the development of that structure.
- Select a description of the overall structure of events, ideas, concepts, or information within a text.
- **Explain the structure of events, ideas, concepts, or information within a text.**

Sample Question Stems:

- Which of the following best describes the structure of the article?
- Select the phrase that best describes the structure of the article. Then select the components of the article that best show this structure. (Two part question)

Achievement Level Descriptors			
identifies the overall structure of events, ideas, concepts, or information in a text or part of a text	describes 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	explains the overall structure of events, ideas, concepts, or information in a text or part of a text, referring to specific textual evidence	analyzes 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

Craft and Structure

LAFS.4.RI.2.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Students may be asked to:

- Select details from each text that show a similarity or difference in the firsthand and secondhand accounts of the same event or topic.
- Select a description of the similarities or differences between firsthand and secondhand accounts of the same event or topic and then select details from one or more texts that support the description.
- Select *multiple* similarities or differences in the firsthand and secondhand accounts of the same event or topic.
- **Describe in writing the similarities or differences between a firsthand and secondhand account of the same event or topic.**
- Select details from each text that show a difference in the *focus of or information provided by* the firsthand and secondhand accounts of the same event or topic.
- Select a description of the difference in the *focus of or information provided by* firsthand and secondhand accounts of the same event or topic and then select details from one or more texts that support that description.
- Select *multiple* differences in the *focus of or information provided by* firsthand and secondhand accounts of the same event or topic.
- **Describe in writing the difference in the *focus of or information provided by* firsthand and secondhand accounts of the same event or topic.**

Sample Question Stem:

- Which of the following is information that we learn both through the secondhand account of Article A and the firsthand account of Article B?
- What additional information would the reader gain if Article A were written as a firsthand account like Article B?

LAFS.4.RI.2.6

Achievement Level Descriptors			
identifies similar information obtained from a firsthand and secondhand account of the same event or topic; identifies the difference in focus and the information provided	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 from multiple texts; describes, using textual evidence, differences in focus and the information provided	compares and contrasts a firsthand and secondhand account of the same complex event or topic from multiple texts; describes, using inferred textual evidence, differences in focus and the information provided

Integration of Knowledge

LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Also assesses:

LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.SL.1.3: Identify the reasons and evidence a speaker provides to support particular points.

Students may be asked to:

- Select an interpretation of information presented visually, orally, or quantitatively and then select an explanation of how that information contributes to an understanding of the text in which it appears.
- **Explain in writing his/her interpretation of information presented visually, orally, or quantitatively and how the information contributes to understanding.**
- Select words or phrases that paraphrase portions of a text read aloud or presented in a multimedia format.
- Select *multiple* words or phrases that paraphrase portions of a text read aloud or presented in a multimedia format.
- Select a particular point made in the text and then select reasons and evidence from the text that support that particular point.

- Select description of the reasons and evidence a speaker provides to support a particular point.
- Select *multiple* descriptions of the reasons and evidence a speaker provides to support a particular point.
- Pair descriptions of the points made in the text with reasons and evidence from the text.

Sample Question Stems:

- Using information from the article and the diagram, which tool is used to _____?
- Explain what information the reader can gain from the diagram that is not discussed in the article?
- How does the information from the (table, graph, diagram, model, etc.) help to show the author’s main idea/topic/explanation? What evidence contributes to the author’s conclusions?
- How does the use of tables, graphs, diagrams, models, etc. help show the author’s steps or process in solving a problem or answering a question?
- How does the use of tables, graphs, diagrams, models, etc. teach us about _____?

Achievement Level Descriptors			
<p>interprets information presented visually, orally, or quantitatively</p> <p>Also Assesses</p> <p>4SL1.2: paraphrases small portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally ;</p> <p>4SL1.3: identifies one reason and evidence a speaker provides to support a particular point</p>	<p>interprets information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explains how the information contributes to and enhances an understanding of the text in which it appears</p> <p>Also Assesses</p> <p>4SL1.2: paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;</p> <p>4SL1.3: identifies the reasons and evidence a speaker provides to support particular points</p>	<p>analyzes information presented visually, orally, or quantitatively and explains how the information contributes to and extends the overall understanding of the text in which it appears</p> <p>Also Assesses</p> <p>4SL1.2: accurately paraphrases portions of a text read aloud or information presented in diverse media and formats;</p> <p>4SL1.3: interprets the reasons and evidence a speaker provides to support particular points</p>	<p>evaluates information presented visually, orally, or quantitatively and appraises how the information contributes to and extends the overall understanding of the text in which it appears</p> <p>Also Assesses</p> <p>4SL1.2: accurately paraphrases portions of a complex text read aloud or information presented in diverse media and formats;</p> <p>4SL1.3: explains the strength of the reasons and evidence a speaker provides to support particular points</p>

Integration of Knowledge

LAFS.4.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text.

Students may be asked to:

- Select an explanation of how an author supports a particular point in the text and then to select reasons and evidence from the text used to support that point.
- Select a particular point made in the text and then select reasons and evidence from the text that support that particular point.
- Select an explanation of how an author uses reasons and evidence in a text to support a particular point.

Sample Question Stems:

- How does the author support the idea that _____? (determine how an author supports a claim in the text)
- Select a claim that the author makes in the article. Select a sentence from the article that supports the claim. (Two part question)

Achievement Level Descriptors			
identifies how an author uses reasons and evidence to support a particular point in a text	explains 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 and provides textual evidence as support	explains how an author uses reasons and evidence to support particular points in a text and provides textual evidence and elaboration as support

Integration of Knowledge

LAFS.4.RI.3.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Students may be asked to:

- **Explain a particular subject or point, drawing on information from two texts on the same topic.**

Sample Question Stem:

- Using information from both articles, select two ways that the two authors present their information similarly.
- Use details from both texts to explain _____.

Achievement Level Descriptors			
uses information from two texts on the same topic in order to write or speak about the subject	integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably	integrates information from two texts on the same topic in order to write or speak knowledgeably, incorporating textual evidence about the subject	integrates information from two texts on the same topic in order to write or speak knowledgeably, making purposeful connections from textual evidence

Sample Questions, Task Demands, and Achievement Level Descriptors (4th Grade) Reading Literature

Key Ideas and Details

LAFS.4.RL.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Students may be asked to:

- Select words, phrases, or sentences from the text to answer questions about what the text says explicitly or implicitly.
- Select a statement about what the text says explicitly or implicitly and then select words or phrases that support the statement.
- Select quotations or descriptions of textual evidence to support an explicit or implicit statement from the text.
- Select an inference about the text and then select a detail or details from the text to support the inference.
- Select *multiple* details or quotations to support an explicit or implicit statement from the text.
- Place words or phrases that support an explicit statement or an inference from the text into appropriate areas of a graphic organizer.

Sample Question Stems:

- Why does the main character _____?
- Select the sentence that shows the main character has told the story many times.
- Select the sentence that shows that the main character feels bothered.
- Read these sentences from the passage. (Excerpted text) How does the main character feel about _____? Which sentence supports the idea that the main character feels this way? (Two part question)

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
refers to a detail and/or example in a text when explaining what the text says explicitly	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	refers to details and examples in a text when analyzing what the text says explicitly and when drawing complex inferences from the text	refers to implicit details throughout the text when analyzing what the text says and when drawing complex inferences from the text

Key Ideas and Details

LAFS.4.RL.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Students may be asked to:

- Select the theme of the passage and then choose textual evidence to support the answer.
- **State in writing the theme of a passage.**
- Select details from the text that are necessary for a summary.
- Place details from the text that are necessary for a summary in the correct order.
- Identify the correct summary of the text.
- Select multiple details from the text that are necessary for a summary.

Sample Question Stems:

- What does the passage suggest about _____? Which detail gives support for your answer? (Two part question)
- Which statement correctly summarizes the passage?

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
determines an explicitly stated theme in a story, drama, or poem; determines key details that should be included in a summary	determines the theme of a story, drama, or poem; summarizes the text	determines an implicitly stated theme of a story, drama, or poem; provides a summary of the text using explicit and implicit details	determines an implicitly stated theme of a story, drama, or poem and identifies evidence to support; produces a clear summary using explicit and implicit details

Key Ideas and Details

LAFS.4.RL.1.3: 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).

Students may be asked to:

- Select a description of a character, setting, or event and select a detail or details from the text to support that description.
- Select *multiple* details from the text that support an inference about a character, setting, or event.

Sample Question Stems:

- Read these sentences from the passage. (excerpted text) What do these sentences show about how the main character feels?
- Read these sentences from the passage. (excerpted text) How does the main character feel about ____? How does the reader know that she feels this way? (Two part question)
- At the end of the passage, what does the main character’s description of _____ show about her feelings? Use details from the passage in your answer.

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
describes a character trait, an element of the setting, or a major 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 (e.g., a character’s thoughts, words, or actions)	examines a character, setting, or event in a story or drama, drawing on implicitly stated details in the text	examines a character, setting, or event in a story or drama, drawing on implicitly stated details throughout the text

Craft and Structure

LAFS.4.RL.2.4: 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)

Students may be asked to:

- Select details from the text that show the meaning of a word or phrase used in the text.
- Select a meaning of a word or phrase and then select details from the text that support that meaning.
- Correctly identify multiple words or phrases that illustrate the meaning of a word in the text.
- Select the correct meaning of a word from the text that contains a Greek or Latin root or affix.
- **Explain the meaning of a word that contains a Greek or Latin affix or root.**
- Select words or phrases that illustrate the meaning of a simile or metaphor.
- Select an explanation of a simile or metaphor found in the text.
- Select multiple words or phrases that contribute to an explanation of a simile or metaphor that is found in the text.
- Select an explanation of an idiom, adage, or proverb found in the text.
- Select multiple words or phrases that contribute to an explanation of an idiom, adage, or proverb found in the text.
- Select a word or words from the text that are antonyms or synonyms to a specific word in the text.
- Place words in a chart to show their antonym or synonym relationship to a specific word from the text.

Sample Question Stems:

- Select the sentence that shows the correct meaning of the phrase ____.
- What does the word ____ mean? How does the word _____ show the main character's feelings about _____?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology, through explicitly stated details	determines 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)	determines the meaning of unfamiliar words and phrases as they are used in a text, based on implicit textual support	determines the meaning of unfamiliar words and phrases as they are used in a text, by making connections to subtle, sparse textual support
4 L3.4			
determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by <ul style="list-style-type: none"> • using explicit context (e.g., definitions, examples, or restatements in the text) as a clue to the meaning of a word or phrase • determining the meaning of a word when given the meaning of a Greek or Latin affix or root 	determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by <ul style="list-style-type: none"> • using context (e.g., definitions, examples, or restatements in the text) as a clue to the meaning of a word or phrase • using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph) 	determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by <ul style="list-style-type: none"> • integrating multiple context clues • using Greek and Latin affixes and roots as clues to the meaning of a word 	determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by <ul style="list-style-type: none"> • integrating multiple context clues found throughout the entire text • using Greek and Latin affixes and roots as clues to the meaning of a complex word
4 L 3.5			
demonstrates understanding of word relationships and nuances in word meanings by <ul style="list-style-type: none"> • recognizing simple similes and metaphors in context and determining the meaning of simple similes • recognizing the meaning of common idioms, adages, and proverbs; • relating familiar words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) 	demonstrates understanding of word relationships and nuances in word meanings by <ul style="list-style-type: none"> • explaining the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; • recognizing and explaining the meaning of common idioms, adages, and proverbs; • relating words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) 	demonstrates understanding of word relationships and nuances in word meanings by <ul style="list-style-type: none"> • explaining the meaning of similes and metaphors in context; • recognizing and explaining the meaning of idioms, adages, and proverbs; • relating unfamiliar words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) 	demonstrates understanding of word relationships and nuances in word meanings by <ul style="list-style-type: none"> • explaining the meaning of complex similes and metaphors in context; • recognizing and explaining the meaning and purpose of idioms, adages, and proverbs; • applying understanding of word relationships

Craft and Structure

LAFS.4.RL.2.5: Explain major differences between poems, dramas, and prose, and refer to 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 texts.

Students may be asked to:

- Select a description of the difference or differences between two or more texts and then select words or phrases from the text that show the difference from another text.
- Place structural elements of a text into a graphic organizer, such as a Venn Diagram.

Sample Question Stems:

- What is the difference in the way the authors show ____?
- Both authors use their writing to tell the reader about the main character's feelings. What is the difference in the way the authors show the main characters feelings? Select a sentence from each passage that shows this difference. (Two part question)

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
identifies differences between poems, drama, and prose, including the structural elements of poems and drama	Explains major differences between poems, drama, and prose, and refers 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	explains differences between poems, drama, and prose, and refers to the structural elements	analyzes how structural elements of literary texts make them different

Craft and Structure

LAFS.4.RL.2.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.

Students may be asked to:

- Select a description of the similarities or differences between the points of view in two text then select words or phrases that support that description.
- Select *multiple* similarities or differences between the points of view of *multiple* texts.

Sample Question Stems:

- In each story, how does the author use point of view to tell about the relationship between ____ and ____?
- What is a similarity in the way that authors use point of view in each story?
- How do the authors use the points of view of the main characters in each story? Select a sentence from each text that shows this. (Two part question)

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
compares and contrasts the difference between first- and third-person narrations	compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations	compares and contrasts points of view from which different stories are narrated and provides textual support	analyzes the similarities and differences in points of view from which different stories are narrated and provides textual support

Integration of Knowledge

LAFS.4.RL.3.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Also assesses: LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Students may be asked to:

- Select an explanation of the connection between a text and a visual, multimedia, or oral presentation of a text and then select words and phrases from the text to support that explanation.
- Select a description of the connection between the text of a story and a presentation of the text.
- Select words or phrases that paraphrase portions of a text read aloud or presented in a multimedia format.

Sample Question Stems:

- How does the picture help the reader understand the story? Select the part of the picture that shows this. (Two part question)
- Read the excerpt from the script of the presentation. How do the stage directions give more information about the two characters than the passage provides? Select a phrase from the script that shows this. (Two part question)

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
<p>identifies details that connect the text of a story or drama with the visual or oral presentation of the text</p> <p>Also Assesses 4SL1.2:determines the key details presented in a variety of diverse media and formats</p>	<p>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</p> <p>Also Assesses 4SL1.2: paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>makes connections between 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</p> <p>Also Assesses 4SL1.2: accurately paraphrases portions of a text read aloud or information presented in diverse media and formats</p>	<p>makes connections between implicit 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</p> <p>Also Assesses 4SL1.2: accurately paraphrases portions of a complex text read aloud or information presented in diverse media and formats</p>

Integration of Knowledge

LAFS.4.RL.3.9: 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.

Students may be asked to:

- Select words and phrases that show similarities and differences in the treatment of topics, patterns, and themes.
- Select a theme, topic, or pattern of events found in two or more texts and select words and phrases that show how the authors treat the theme, topic, or pattern of events.
- Select *multiple* similarities or differences in the treatment of the same theme, topic, or pattern of events in two or more texts.

Sample Question Stems:

- Both passages are about characters experiencing a difficult situation. How do the authors use the events to illustrate how the characters feel?
- What theme do the two passages have in common? How do the authors use the events in each passage to illustrate this theme? (Two part question)

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
uses key details from the text to identify the similarities and differences of similar 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 (e.g., opposition of good and evil) and patterns of events (e.g., the quest) 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 using explicit and implicit textual support	compares and contrasts the treatment of similar themes and topics and patterns of events in complex stories, myths, and traditional literature from different cultures while making higher-level inferences to identify support used by authors