

Mississippi Assessment Program Fourth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
Reading Literature	0	12-13	4-5	17	20
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	0	2-3	0-1	2-3	
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	0	2-3	0-1	2-3	
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	0	2-3	0-1	2-3	
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	0	2-3	0-1	2-3	
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	0	1-2	0-1	1-2	
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	0	1-2	0-1	1-2	
RL.4.7 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.	0	2-3	0-1	2-3	
RL.4.8 Not applicable to literature.	0	0	0	0	
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	0	2-3	0-1	2-3	

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RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	0	0	0	0	
Reading Informational Text	0	12-13	4-5	17	20
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	0	2-3	0-1	2-3	
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	0	2-3	0-1	2-3	
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	0	1-2	0-1	1-2	
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	0	2-3	0-1	2-3	
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	0	1-2	0-1	1-2	
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	0	1-2	0-1	1-2	
RI.4.7 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.	0	1-2	0-1	1-2	
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	0	1-2	0-1	1-2	

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RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	0	1-2	0-1	1-2	
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	0	0	0	0	
Language	0	4	2	6	8
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	0	1-2	0-1	1-3	
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	0	1-2	0-1	1-3	
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	0	1-2	0-1	1-3	

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Writing	1	0	0	1	12
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	1	0	0	1	12
<p>Technical Notes: The Writing standard measured (W.4.1, W.4.2, W.4.3) will be dependent on the writing prompt, which may vary by form. L.4.1-3 will be measured in the Performance Task and scored using the writing rubric. The performance task is worth twelve (12) points towards the overall ELA score.</p>					

Passage Selections	
Genre	Number of Passages
Literature	2
Informational	2
Embedded Field Test	1

Text Complexity Guidelines				
MS CCRS Grade	Degrees of Reading Power® (DRP)	Flesch-Kincaid	The Lexile Framework®	Total Word Counts per Passage/Paired
4–5	52 – 60	4.51 – 7.73	740 – 1010	450 – 800