





Fourth Grade ELA		Florida B.E.S.T.
Proficiency Scale Argumentative Writing		Spotlight Standards: ELA.4.C.1.3, ELA.4.C.1.5, ELA.4.C.5.2
		Supporting Standards: ELA.K12.EE.5.1, ELA.K12.EE.6.1, ELA.4.C.1.5, ELA.4.C.2.1 ELA.4.C.3.1, ELA.4.C.4.1, ELA.4.C.5.1, ELA.4.C.5.2, ELA.4.R.2.4, ELA.4.R.3.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> analyze a peer’s argumentative writing and offer a counterargument using evidence from the original sources.	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> write to make a claim supporting a perspective <input type="checkbox"/> use logical reasons, <input type="checkbox"/> use evidence from multiple sources <input type="checkbox"/> elaborate on text-based inferences <input type="checkbox"/> use an organizational structure with transitions. <input type="checkbox"/> Improve writing by planning, revision, and editing, with guidance and support from adults and feedback from peers <input type="checkbox"/> Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> identify an author’s claim. <input type="checkbox"/> compare opinions and decide on a claim. <input type="checkbox"/> use a graphic organizer (Thinking Maps) to organize ideas. <input type="checkbox"/> state a claim as part of an introduction. <input type="checkbox"/> collect evidence from texts to support claim. <input type="checkbox"/> provide supporting evidence in the form of body paragraphs. <input type="checkbox"/> use evidence from sources <ul style="list-style-type: none"> o elaborate o paraphrase o quote <input type="checkbox"/> use transitions to connect ideas. <input type="checkbox"/> use indentation to transition from one paragraph to another. <input type="checkbox"/> provide a conclusion that restates the claim. <input type="checkbox"/> improve writing by editing and revising with guidance and support. <input type="checkbox"/> demonstrate legible printing skills.	I can use these vocabulary words: <input type="checkbox"/> opinion <input type="checkbox"/> opinion words/phrases (I agree, I disagree...) <input type="checkbox"/> claim <input type="checkbox"/> evidence <input type="checkbox"/> supporting details <input type="checkbox"/> facts <input type="checkbox"/> transitions <input type="checkbox"/> conclusion <input type="checkbox"/> restate <input type="checkbox"/> reasons <input type="checkbox"/> introduction <input type="checkbox"/> topic <input type="checkbox"/> elaborate
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	


Fourth Grade ELA		Florida B.E.S.T.
Proficiency Scale Conventions		Spotlight Standards: ELA.4.C.3
		Supporting Standards: ELA.K12.EE.2.1, ELA.K12.EE.4.1, ELA.4.F.1.3a, ELA.4.C.3.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> Proofread text written by a peer and correct according to grade-level standards <input type="checkbox"/> Coach a peer to make appropriate corrections by reading and spelling corrections	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> Follow the rules of standard English grammar <input type="checkbox"/> Follow the rules of punctuation and capitalization <input type="checkbox"/> Follow patterns of spelling appropriate to grade level <input type="checkbox"/> Use subject-verb agreement <input type="checkbox"/> Use conjunctions <input type="checkbox"/> Produce sentences <input type="checkbox"/> Correct fragments	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> Follow the rules of standard English grammar <input type="checkbox"/> Follow the rules of punctuation and capitalization <input type="checkbox"/> Follow patterns of spelling appropriate to grade level	I can use these vocabulary words: <input type="checkbox"/> period <input type="checkbox"/> comma <input type="checkbox"/> upper case letter <input type="checkbox"/> lower case letter <input type="checkbox"/> verbs and gerunds <input type="checkbox"/> conjunctions <input type="checkbox"/> pronouns <input type="checkbox"/> clauses <input type="checkbox"/> fragments <input type="checkbox"/> run-ons
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	


Florida B.E.S.T. Binder:

See *Convention Progression Chart* by Grade Level

Fourth Grade ELA		Florida B.E.S.T.
Proficiency Scale Expository Writing		Spotlight Standards: ELA.4.C.1.4, ELA.4.C.1.5, ELA.4.C.5.2
		Supporting Standards: ELA.K12.EE.5.1, ELA.K12.EE.6.1, ELA.4.C.1.5, ELA.4.C.2.1, ELA.4.C.3.1, ELA.4.C.4.1, ELA.4.C.5.1, ELA.4.C.5.2, ELA.5.V.1.1, ELA.4.R.2.2, ELA.4.R.3.1
4.0 Optional Enrichment	I can: <ul style="list-style-type: none"> <input type="checkbox"/> analyze a peer’s expository writing and state how the writing improves understanding of the concept or issue. <input type="checkbox"/> write an expository text that deepens understanding of the same concept or issue <input type="checkbox"/> Improve writing by planning, revision, and editing, with guidance and support from adults and feedback from peers <input type="checkbox"/> Use digital writing tools individually or collaboratively to plan, draft, and revise writing. 	
3.5	I have mastered 3.0 content and help with help I am successful at 4.0 content.	
3.0 	By the end of the year, I will be able to: <ul style="list-style-type: none"> <input type="checkbox"/> write expository texts about a topic (prompt or question-based or self-determined) <input type="checkbox"/> use multiple sources <input type="checkbox"/> elaborate on text-based details with relevant <input type="checkbox"/> use an organizational structure with transitions 	
2.5	I have mastered 2.0 content and with help I am successful at 3.0 content.	
2.0	I can: <ul style="list-style-type: none"> <input type="checkbox"/> identify topic to research (use prompt or question, if applicable). <input type="checkbox"/> determine central idea to focus on. <input type="checkbox"/> collect facts from sources to support central idea. <input type="checkbox"/> use a graphic organizer (Thinking Maps) to organize ideas. <input type="checkbox"/> write an introduction that clearly states the central idea. <input type="checkbox"/> name the texts/sources of evidence. <input type="checkbox"/> identify details relevant to the central idea and write evidence in own words to justify central idea. <input type="checkbox"/> use an elaborative technique to support textual evidence. <input type="checkbox"/> develop details from the text in a logical order. <input type="checkbox"/> use transitions to connect ideas. <input type="checkbox"/> use indentation to transition from one paragraph to another. <input type="checkbox"/> end the essay with a conclusion that sums up the ideas. <input type="checkbox"/> improve writing by editing and revising with guidance and support. 	I can use these vocabulary words: <ul style="list-style-type: none"> <input type="checkbox"/> elaborative techniques <input type="checkbox"/> introduction <input type="checkbox"/> transition <input type="checkbox"/> conclusion <input type="checkbox"/> evidence <input type="checkbox"/> central idea
1.5	I have partial success at 2.0 content.	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	With help, I have partial success at 2.0 content.	
0	Even with help, no success.	

Fourth Grade ELA		Florida B.E.S.T.
Proficiency Scale Handwriting		Spotlight Standards: ELA.4.C.1.1
		Supporting Standards: ELA.K12.EE.5.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> produce legible cursive writing at the same speed as for print that can be consistently read by others.	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> demonstrate legible cursive writing skills.	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> hold a pencil with appropriate grip. <input type="checkbox"/> follow verbal path for each letter. <input type="checkbox"/> sit with good posture (feet flat on floor, bottom in seat, sit up tall). <input type="checkbox"/> produce upper and lowercase letters in cursive. <input type="checkbox"/> practice connecting letters in cursive to form words.	I can use these vocabulary words: <input type="checkbox"/> uppercase <input type="checkbox"/> lowercase <input type="checkbox"/> capital <input type="checkbox"/> spacing <input type="checkbox"/> legibility <input type="checkbox"/> punctuation
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

Fourth Grade ELA		Florida B.E.S.T.
Proficiency Scale Narrative Writing		Spotlight Standards: ELA.4.C.1.2, ELA.4.C.1.5, ELA.4.C.5.2
		Supporting Standards: ELA.K12.EE.5.1, ELA.K12.EE.6.1, ELA.4.C.1.5, ELA.4.C.3.1, ELA.4.R.3.1, ELA.4.V.1.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> produce a narrative writing enhanced using additional dialogue, varied character descriptions, and alternate endings.	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> write a personal or fictional narrative using a logical sequence of events, which demonstrates an effective use of techniques such as description, and transitional words and phrases. <input type="checkbox"/> Improve writing by planning, revision, and editing, with guidance and support from adults and feedback from peers <input type="checkbox"/> Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> brainstorm ideas about the genre, problem, characters, setting. <input type="checkbox"/> identify the settings and characters in a narrative. <input type="checkbox"/> use a graphic organizer (Thinking Maps) to outline beginning, middle and ending. <input type="checkbox"/> provide relevant details and descriptions. <input type="checkbox"/> explain and know when to use dialogue. <input type="checkbox"/> demonstrate the appropriate use of quotation marks to express what a character is saying. <input type="checkbox"/> explore multiple ideas for what a character might say to another character in a specific situation. <input type="checkbox"/> use indentation to transition from one paragraph to another. <input type="checkbox"/> write a fictional narrative using a logical sequence of events. <input type="checkbox"/> use transition words to signal the sequence of events. <input type="checkbox"/> improve writing by editing and revising with guidance and support. <input type="checkbox"/> demonstrate legible printing skills.	I can use these vocabulary words: <input type="checkbox"/> narrative <input type="checkbox"/> sequence <input type="checkbox"/> dialogue <input type="checkbox"/> transitional words <input type="checkbox"/> description <input type="checkbox"/> ending
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

Fourth Grade ELA		Florida B.E.S.T.
Proficiency Scale Researching, Creating, Collaborating, & Communicating Orally		Spotlight Standards: ELA.4.C.4.1, ELA.4.C.2.1, ELA.4.C.5.1, ELA.4.C.5.2 ELA.4.C.1.5
		Supporting Standards: ELA.K12.EE.5.1, ELA.K12.EE.6.1, ELA.4.C.1.5, ELA.4.C.2.1 ELA.4.C.3.1, ELA.4.C.4.1, ELA.4.C.5.1, ELA.4.C.5.2, ELA.4.R.2.4, ELA.4.R.3.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> Create a multimedia element using appropriate tools and sources	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> Conduct research to answer a question, and organize information about a topic using multiple valid sources <input type="checkbox"/> Arrange multimedia elements to create emphasis in oral or written tasks <input type="checkbox"/> Use digital writing tools individually or collaboratively to plan, draft, and revise writing. <input type="checkbox"/> Present information orally, in logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. <input type="checkbox"/> Improve writing by planning, revision, and editing, with guidance and support from adults and feedback from peers.	
	2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>
2.0	I can: <input type="checkbox"/> Conduct research to answer a question <input type="checkbox"/> Organize information from multiple sources <input type="checkbox"/> Use two or more multi-media elements to enhance oral or written tasks <input type="checkbox"/> Use digital tools individually or collaboratively to plan, draft, and revise writing <input type="checkbox"/> Present information orally in logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	I can use these vocabulary words: <input type="checkbox"/> opinion <input type="checkbox"/> opinion words/phrases (I agree, I disagree...) <input type="checkbox"/> claim <input type="checkbox"/> evidence <input type="checkbox"/> supporting details <input type="checkbox"/> facts <input type="checkbox"/> transitions <input type="checkbox"/> conclusion <input type="checkbox"/> restate <input type="checkbox"/> reasons <input type="checkbox"/> introduction <input type="checkbox"/> topic <input type="checkbox"/> elaborate
	1.5	<i>I have partial success at 2.0 content.</i>
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

Florida B.E.S.T Standards Clarification:

While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment – being able to tell which information is relevant and which sources are trustworthy enough to include.