Four	th G	rade ELA	Florida B.E.S	.т.
Infoi		Proficiency Scale	Spotlight Standards: ELA.4.R.2.2	
		Idea	Supporting Standards: ELA.4.R.3.2b ELA.4.R.3 ELA.K12.EE.1.1, ELA.K ELA.K12.EE.3.1, ELA.K ELA.4.V.1.1	X12.EE.2.1,
<b>4.0</b> Optional Enrichment		coach a peer to explain how releva write a claim supported by evidence		central idea.
3.0	<ul> <li>Exp</li> <li>Sup</li> <li>Exp</li> <li>Cost</li> <li>second</li> </ul>	end of the year, I will be able to: plain how relevant details support t mmarize a text to enhance compreh plain the central idea and relevant o mpare and contrast accounts of the condary sources.	ension. letails for an informations ame event using prim	onal text. ary and/or
2.0	I can:	Differentiate relevant vs non-releva support the central idea Identify the topic of an information Identify the central idea that is exp Identify the characteristics of a cor o Central Idea o Appropriately sequenced, rel o Paraphrased	al text licitly stated nplete summary	I can use these vocabulary words: Central Idea Implied Explicit Summarize Paraphrase Inference
1.0 <sup>1.</sup>		elp, partial success at score 2.0, conte		l success at 2.0 content. t.
0. <b>0</b>		vith help, no success.	With help, I have partia	l success at 2.0 content.

# Florida B.E.S.T. Binder Clarifications

Introduce the terms "primary sources" and "secondary sources"

Central Idea – the most important or central thoughts unifying all elements of the text. *Reading Informational Text* 

ELA.4.R.2.2 Explain how relevant details support the central idea, implied or explicit *Reading Across Genres* 

ELA.4.3.2b Summarize a text to enhance comprehension including the central idea and relevant details of the informational text.

Communication

ELA.4.C.1.4 Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions. SEE *Writing Types* & *Elaborative Techniques (Appendix C)* 

<b>Proficiency Scales</b>	Pro	ficiencu	Scales
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Four	th G	rade ELA		0.77
			Florida B.E	
			Spotlight Standards	8:
	P	roficiency Scale	ELA.4.R.1.2	
		Theme		
		Incine	Supporting Standar	
			ELA.K12.EE.1.1, EI	-
			ELA.K12.EE.3.1, EL	
			ELA.4.V.1.1, ELA.4.	.K.3.2a
4.0				
<b>T</b> • <b>O</b> Optional	I can:			
nrichment		-	a text would change if a par	ticular character's
2		perspective were differen		h hala lana anaganful at 4.0 anata
3.	5		I have mastered 3.0 content and help wit	n neip i am successful at 4.0 contei
3.0	-	erary text.	d theme and how it develo	· · · · · · · · · · · · · · · · · · ·
3.0	lite	erary text.	e mastered 2.0 content and with help	) I am successful at 3.0 conter
	lite	erary text.		I am successful at 3.0 conter I can use these
	5 I can:	I have	e mastered 2.0 content and with help	I am successful at 3.0 conter I can use these vocabulary words:
	5 I can:	Annotate the words or ph	e mastered 2.0 content and with help	I am successful at 3.0 conter I can use these vocabulary words: Perspective
	5 I can:	Annotate the words or ph character's:	e mastered 2.0 content and with help	<ul> <li>I am successful at 3.0 conter</li> <li>I can use these</li> <li>vocabulary words:</li> <li>□ Perspective (attitude)</li> </ul>
	5 I can:	Annotate the words or ph character's: o traits	e mastered 2.0 content and with help	I am successful at 3.0 conter I can use these vocabulary words: Perspective (attitude) Significant
	5 I can:	Annotate the words or ph character's: o traits	e mastered 2.0 content and with help	<ul> <li>I am successful at 3.0 conter</li> <li>I can use these</li> <li>vocabulary words:</li> <li>Perspective (attitude)</li> <li>Significant</li> <li>Infer/inference</li> </ul>
	5 I can:	Annotate the words or ph character's: o traits o feelings	<u>e mastered 2.0 content and with help</u> prases that indicate a	<ul> <li>I am successful at 3.0 conter</li> <li>I can use these</li> <li>vocabulary words:</li> <li>Perspective (attitude)</li> <li>Significant</li> <li>Infer/inference</li> <li>Theme</li> </ul>
	Jite	Annotate the words or ph character's: o traits o feelings o motivations o responses to situat o changes in attitude	<u>e mastered 2.0 content and with help</u> prases that indicate a cions e throughout the text	<ul> <li>I am successful at 3.0 conter</li> <li>I can use these</li> <li>vocabulary words:</li> <li>Perspective (attitude)</li> <li>Significant</li> <li>Infer/inference</li> <li>Theme</li> <li>Plot</li> </ul>
2	Jite	Annotate the words or pr character's: o traits o feelings o motivations o responses to situat o changes in attitude How a speaker reflects or	<u>e mastered 2.0 content and with help</u> prases that indicate a cions e throughout the text n a topic	<ul> <li>I am successful at 3.0 conter</li> <li>I can use these</li> <li>vocabulary words:</li> <li>Perspective (attitude)</li> <li>Significant</li> <li>Infer/inference</li> <li>Theme</li> <li>Plot o characters</li> </ul>
	Jite	Annotate the words or ph character's: o traits o feelings o motivations o responses to situat o changes in attitude How a speaker reflects or Identify how the characte	<u>e mastered 2.0 content and with help</u> prases that indicate a cions e throughout the text	<ul> <li>I am successful at 3.0 conter</li> <li>I can use these</li> <li>vocabulary words:</li> <li>Perspective (attitude)</li> <li>Significant</li> <li>Infer/inference</li> <li>Theme</li> <li>Plot</li> </ul>
2	Jite	Annotate the words or pr character's: o traits o feelings o motivations o responses to situat o changes in attitude How a speaker reflects or	<u>e mastered 2.0 content and with help</u> prases that indicate a cions e throughout the text n a topic	<ul> <li>I am successful at 3.0 content</li> <li>I can use these</li> <li>vocabulary words:</li> <li>Perspective (attitude)</li> <li>Significant</li> <li>Infer/inference</li> <li>Theme</li> <li>Plot <ul> <li>characters</li> <li>settings</li> </ul> </li> </ul>
2	Jite	Annotate the words or ph character's: o traits o feelings o motivations o responses to situat o changes in attitude How a speaker reflects or Identify how the characte	<u>e mastered 2.0 content and with help</u> prases that indicate a cions e throughout the text n a topic	<ul> <li>I am successful at 3.0 content</li> <li>I can use these</li> <li>vocabulary words:</li> <li>Perspective (attitude)</li> <li>Significant</li> <li>Infer/inference</li> <li>Theme</li> <li>Plot <ul> <li>characters</li> <li>settings</li> <li>events</li> </ul> </li> </ul>
2	5 I can:	Annotate the words or ph character's: o traits o feelings o motivations o changes in attitude How a speaker reflects or Identify how the characted text.	e mastered 2.0 content and with help mases that indicate a cions e throughout the text n a topic ers change throughout the <i>I have</i>	<ul> <li>I am successful at 3.0 content</li> <li>I can use these</li> <li>vocabulary words:</li> <li>Perspective (attitude)</li> <li>Significant</li> <li>Infer/inference</li> <li>Theme</li> <li>Plot <ul> <li>characters</li> <li>settings</li> <li>events</li> <li>conflict</li> </ul> </li> </ul>
2.0	5 I can:	Annotate the words or ph character's: o traits o feelings o motivations o changes in attitude How a speaker reflects or Identify how the characted text.	<u>e mastered 2.0 content and with help</u> prases that indicate a cions e throughout the text n a topic ers change throughout the	<ul> <li>I am successful at 3.0 content</li> <li>I can use these</li> <li>vocabulary words:</li> <li>Perspective (attitude)</li> <li>Significant</li> <li>Infer/inference</li> <li>Theme</li> <li>Plot <ul> <li>characters</li> <li>settings</li> <li>events</li> <li>conflict</li> </ul> </li> </ul>
<u>2.</u> 2.0	Jite	Annotate the words or ph character's: o traits o feelings o motivations o changes in attitude How a speaker reflects or Identify how the characted text.	<u>e mastered 2.0 content and with help</u> mases that indicate a ions e throughout the text n a topic ers change throughout the <u>I have</u> e 2.0, content and score 3.0 co	<ul> <li>I am successful at 3.0 content</li> <li>I can use these</li> <li>vocabulary words:</li> <li>Perspective (attitude)</li> <li>Significant</li> <li>Infer/inference</li> <li>Theme</li> <li>Plot <ul> <li>characters</li> <li>settings</li> <li>events</li> <li>conflict</li> </ul> </li> </ul>

**Florida B.E.S.T Binder (Clarification)** (Page 61) - An explanation of hwo the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.

Four	th Grad	e ELA	Florida B.E.	S.T.
•	Point Perspe	ciency Scale of View & ective and tive Readir	Spotlight Standards: ELA.4.R.1.3, ELA.4. Supporting Standard ELA.K12.EE.1.1, ELA ELA.K12.EE.3.1, ELA ELA.4.V.1.1, ELA.4.F	. <b>R.3.3</b> İs: A.K12.EE.2.1, A.K12.EE.4.1,
4.0 Optional Enrichment 3.	5 By the end of Identify a narrat	the year, I will be able to: the narrator's point of view and	orting a perspective with log ave mastered 3.0 content and help with help of view and explain the di character perspective in hts of the same event using	ifference between a literary text.
		ry sources.		
2	seconda	ry sources.	stered 2.0 content and with help I an	n successful at 3.0 conten
2.0	seconda <sup>5</sup> I can: Anno chara • • •	ry sources.	stered 2.0 content and with help I and sets that indicate a sets that indicate a s roughout the text	n successful at 3.0 conter I can use these vocabulary words Narrator Point of view Perspective (attitude) First Person / firsthand account Third Person
2.0	seconda	<i>I have mas</i> tate the words or phrase acter's: traits feelings motivations responses to situation changes in attitude the a speaker reflects on a	ses that indicate a s roughout the text topic	n successful at 3.0 content I can use these vocabulary words Narrator Point of view Perspective (attitude) First Person / firsthand account Third Person Secondhand Account Primary Source Secondary Source
2.0	seconda	<i>I have mas</i> tate the words or phrase acter's: traits feelings motivations responses to situation changes in attitude the a speaker reflects on a	ses that indicate a s roughout the text topic <u>I have par</u> 0, content and score 3.0 conte	n successful at 3.0 content I can use these vocabulary words Narrator Point of view Perspective (attitude) First Person / firsthand account Third Person Secondhand Account Primary Source Secondary Source

### Florida B.E.S.T Binder (Clarification)

The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

	cy Scales		
our	th Grade ELA	Florida B.E.S	S.T.
	Proficiency Scale	Spotlight Standards: ELA.4.R.1.4, ELA.4.	R.3.1
	Poetry	Supporting Standards ELA.4.R.1.4, ELA.4.	
<b>4.0</b> ptional richment 3.	I can: Create a poem using rhyme	e, structure, and figurative l have mastered 3.0 content and help with he	<u> </u>
3.0	<ul> <li>By the end of the year, I will be able to:</li> <li>Explain how rhyme and struction</li> <li>Explain how figurative languing text(s).</li> </ul>	age contributes to the me	eaning in a
2.	5 I have mo	astered 2.0 content and with help I a	m successful at 3.0 conten
			TTOODDILLOPTT TTOPDE
2.0	<ul> <li>ent will:</li> <li>Identify the structure of pool</li> <li>Identify lines and state</li> <li>Identify rhyme scheme</li> <li>Identify rhyme scheme</li> <li>Identify syllabic patter</li> <li>Identify the figurative langu</li> <li>Recognize comparison</li> <li>Recognize words used</li> <li>qualities.</li> <li>Recognize when some</li> <li>exaggerated.</li> <li>Identify the type of figurative</li> <li>beginning.</li> <li>Identify the type of figurative</li> <li>personification, hyperbole,</li> <li>Identify the meaning of the</li> </ul>	nzas in poems. ne in poems. erns in poems. nage in poems. ns in poems. d to describe human ething is being ound the same at the ve language (metaphor, etc.). ification, and hyperbole.	<ul> <li>vocabulary words:</li> <li>Line</li> <li>Stanza</li> <li>Rhythm</li> <li>Mood</li> <li>Metaphor</li> <li>Personification</li> <li>Hyperbole</li> <li>Simile</li> <li>Alliteration</li> <li>Idiom</li> <li>Free verse</li> <li>Rhymed verse</li> <li>Haiku</li> <li>Limerick</li> <li>Scheme</li> </ul>
2.0	<ul> <li>Identify the structure of poel</li> <li>Identify lines and state</li> <li>Identify rhyme scheme</li> <li>Identify rhyme scheme</li> <li>Identify syllabic patter</li> <li>Identify the figurative langue</li> <li>Recognize comparison</li> <li>Recognize words used qualities.</li> <li>Recognize when some exaggerated.</li> <li>Identify words that some beginning.</li> <li>Identify the type of figurative personification, hyperbole,</li> <li>Explain metaphors, personification, for the second sec</li></ul>	nzas in poems. ne in poems. erns in poems. nage in poems. ns in poems. d to describe human ething is being ound the same at the ve language (metaphor, etc.). ification, and hyperbole. figurative language.	<ul> <li>Line</li> <li>Stanza</li> <li>Rhythm</li> <li>Mood</li> <li>Metaphor</li> <li>Personification</li> <li>Hyperbole</li> <li>Simile</li> <li>Alliteration</li> <li>Idiom</li> <li>Free verse</li> <li>Rhymed verse</li> <li>Haiku</li> <li>Limerick</li> <li>Scheme</li> </ul>
	<ul> <li>Identify the structure of poel</li> <li>Identify lines and state</li> <li>Identify rhyme scheme</li> <li>Identify rhyme scheme</li> <li>Identify syllabic patter</li> <li>Identify the figurative langue</li> <li>Recognize comparison</li> <li>Recognize words used qualities.</li> <li>Recognize when some exaggerated.</li> <li>Identify words that some beginning.</li> <li>Identify the type of figurative personification, hyperbole,</li> <li>Explain metaphors, personification, for the second sec</li></ul>	nzas in poems. ne in poems. erns in poems. nage in poems. ns in poems. d to describe human ething is being bund the same at the re language (metaphor, etc.). ification, and hyperbole. figurative language.	<ul> <li>Line</li> <li>Stanza</li> <li>Rhythm</li> <li>Mood</li> <li>Metaphor</li> <li>Personification</li> <li>Hyperbole</li> <li>Simile</li> <li>Alliteration</li> <li>Idiom</li> <li>Free verse</li> <li>Rhymed verse</li> <li>Haiku</li> <li>Limerick</li> <li>Scheme</li> </ul>
1.	<ul> <li>Identify the structure of poel</li> <li>Identify lines and state</li> <li>Identify rhyme scheme</li> <li>Identify rhyme scheme</li> <li>Identify the figurative langu</li> <li>Recognize comparison</li> <li>Recognize words used</li> <li>qualities.</li> <li>Recognize when some</li> <li>exaggerated.</li> <li>Identify the type of figurative</li> <li>beginning.</li> <li>Identify the type of figurative</li> <li>personification, hyperbole,</li> <li>Identify the meaning of the</li> </ul>	nzas in poems. ne in poems. erns in poems. hage in poems. ns in poems. d to describe human ething is being bund the same at the re language (metaphor, etc.). ification, and hyperbole. figurative language. <u>I have pa</u> .0, content and score 3.0 cont	<ul> <li>Line</li> <li>Stanza</li> <li>Rhythm</li> <li>Mood</li> <li>Metaphor</li> <li>Personification</li> <li>Hyperbole</li> <li>Simile</li> <li>Alliteration</li> <li>Idiom</li> <li>Free verse</li> <li>Rhymed verse</li> <li>Haiku</li> <li>Limerick</li> <li>Scheme</li> </ul>

**Florida B.E.S.T Benchmark Clarification** Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction

Four	th G	rade ELA	Florida B.E	
	F	roficiency Scale	Spotlight Standards ELA.4.R.1.1	s:
Li	ter	ary Elements	Supporting Standar ELA.K12.EE.1.1, EI ELA.K12.EE.3.1, EI ELA.4.V.1.1, ELA.4	LA.K12.EE.2.1, LA.K12.EE.4.1,
<b>4.0</b> Optional nrichment 3.		Write a fictional narrative usin demonstrate use of techniques <i>I have</i> end of the year, I will be able to:	and descriptions.	of events and ith help I am successful at 4.0 conte
3.0	CO	plain how setting, events, co ntribute to the plot in a litera	ary text.	
2.	5 I can:	I have master	red 2.0 content and with hel	p I am successful at 3.0 conter I can use these
		Identify the plot elements (cha events, conflict) in the literary Differentiate between details th and those that are less signific Describe the most important e they occurred in a text. Annotate the words or phrases	text. hat are significant cant to the plot. vents in the order	<ul> <li>vocabulary words:</li> <li>Plot / plot structure         <ul> <li>Character</li> <li>Character</li> <li>developmen</li> <li>settings</li> </ul> </li> </ul>
2.0		character's: o traits o feelings o motivations o responses to situations o changes in attitude thro Identify how the characters ch the text. Using the events and details in character's response, identify a theme(s).	ughout the text ange throughout a text and the	<ul> <li>events</li> <li>conflict</li> <li>Narrator</li> <li>Significant</li> <li>Infer/inference</li> </ul>
2.0		character's: o traits o feelings o motivations o responses to situations o changes in attitude thro Identify how the characters ch the text. Using the events and details in character's response, identify a	ughout the text ange throughout a a text and the a stated or implied	<ul> <li>conflict</li> <li>Narrator</li> <li>Significant</li> <li>Infer/inference</li> </ul>
	5	character's: o traits o feelings o motivations o responses to situations o changes in attitude thro Identify how the characters ch the text. Using the events and details in character's response, identify a	ughout the text ange throughout a a text and the a stated or implied <i>I han</i>	<ul> <li>conflict</li> <li>Narrator</li> <li>Significant</li> <li>Infer/inference</li> </ul>

Florida B.E.S.T Binder (Page 61)

Profici	ency	Scales	
	. 1	0	

four	th Grade ELA	Florida B.E.S.T.
	Proficiency Scale	Spotlight Standards: ELA.4.R.2.1
nfor	mational Text: Tex Structure	t Supporting Standards: ELA.4.R.3.2, ELA.4.R.3.3, ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1,ELA.4.V.1.1, ELA.K12.EE.4.1
4.0 Diptional nrichment 3.5	central idea in an informat By the end of the year, I will be able to: Identify the text structures of: Problem/solution, seque Explain how text features cont	have mastered 3.0 content and help with help I am successful at 4.0 conte
2.5	5 I have m	astered 2.0 content and with help I am successful at 3.0 conter
2.0	<ul> <li>I can:</li> <li>Identify kinds of text feature used to clarify information.</li> <li>Identify how a text feature adds to specific ideas withi</li> <li>Identify signal words that i (such as first, next, last).</li> <li>Identify signal words that i solution (i.e., as a result, d</li> <li>Identify when a text is desordetail.</li> <li>Recall chronology, comparid cause/effect</li> </ul>	connects to or n a text.• Chronology • Comparison • Cause/Effectndicate sequence ndicate problem ilemma, resolve).• Text Structure (Recognize) • Description • Sequence • Problem/solution
1.3 <b>1.0</b>	5 With help, partial success at score 2	<i>I have partial success at 2.0 content</i> 2.0, content and score 3.0 content.
1.0		

**Florida B.E.S.T. Binder** Text Features - pp. 172-173 (Appendix B)



Text Structures - p. 174 (Appendix B) **Progression:** 

 $\overline{\text{ELA.4.R.2.1}}$  Explain how the text features contribute to meaning and identify the text structures of **problem/solution, sequence, and description.** 

<u>ELA.3.R.2.</u>1 Explain how the text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect.

roficien			
Four	th Grade ELA	Florida B.E.	S.T.
Inf	Proficiency Scale <b>Ormational Tex</b>	Spotlight Standards: ELA.4.R.2.3, ELA.4.	R.2.4
	ose, Perspective Argument	<b>E &amp;</b> Supporting Standard ELA.4.R.2.1,ELA.4.2. LA.4.V.1.1, ELA.K12	
<b>4.0</b> Optional Enrichment	<b>I can:</b> Analyze an information opposing perspective	ional text in order to write	an argument with an
3.5	** ** *		help with help I am successful at 4.0 conten
	🗖 Explain an author's pu	rpose in an informationa	al text.
2.5		-	
2.5	<b>I can:</b> I dentify the author's pe	I have mastered 2.0 content and wi	th help I am successful at 3.0 content I can use these vocabulary words: Perspective Claim
2.5	I can: □ Identify the author's per ○ feelings, attitude,	<u>I have mastered 2.0 content and wi</u> rspective toward a topic, motivation, opinions, hat supports the author's	th help I am successful at 3.0 content I can use these vocabulary words: Perspective Claim Annotate Evidence Argument
2.0	I can: □ Identify the author's per ○ feelings, attitude, beliefs □ Annotate the evidence t	<i>Thave mastered 2.0 content and wi</i> rspective toward a topic, motivation, opinions, that supports the author's hoice). the author is making.	<ul> <li>th help I am successful at 3.0 content</li> <li>I can use these</li> <li>vocabulary words:</li> <li>Perspective</li> <li>Claim</li> <li>Annotate</li> <li>Evidence</li> </ul>
	<ul> <li>I can:</li> <li>I dentify the author's perovidence to a feelings, attitude, beliefs</li> <li>Annotate the evidence to perspective (i.e., word construction)</li> <li>I dentify the claims that</li> <li>Annotate the evidence to providing.</li> <li>I dentity the author's purinformational texts.</li> </ul>	<u>Thave mastered 2.0 content and wi</u> rspective toward a topic, motivation, opinions, that supports the author's hoice). the author is making. that the author is	th help I am successful at 3.0 conten I can use these vocabulary words: Perspective Claim Annotate Evidence Argument Reasoning
	<ul> <li>I can:</li> <li>I dentify the author's personal of the feelings, attitude, beliefs</li> <li>Annotate the evidence the perspective (i.e., word conditional of the claims that</li> <li>Identify the claims that</li> <li>Annotate the evidence the providing.</li> <li>Identity the author's put</li> </ul>	<u>Thave mastered 2.0 content and wi</u> rspective toward a topic, motivation, opinions, that supports the author's hoice). the author is making. that the author is	th help I am successful at 3.0 conten I can use these vocabulary words: Perspective Claim Annotate Evidence Argument Reasoning
	<ul> <li>I can:</li> <li>I dentify the author's personal of the feelings, attitude, beliefs</li> <li>Annotate the evidence the perspective (i.e., word character of the evidence the evidence the evidence the providing.</li> <li>I dentify the claims that</li> <li>Annotate the evidence the providing.</li> <li>I dentity the author's purinformational texts.</li> <li>Annotate the evidence the evide</li></ul>	<i>Thave mastered 2.0 content and wi</i> rspective toward a topic, motivation, opinions, that supports the author's hoice). the author is making. that the author is urpose in writing the author is providing.	th help I am successful at 3.0 conten I can use these vocabulary words: Perspective Claim Annotate Evidence Argument Reasoning Purpose I have partial success at 2.0 conten
2.0	<ul> <li>I can:</li> <li>I dentify the author's personal of the feelings, attitude, beliefs</li> <li>Annotate the evidence the perspective (i.e., word character of the evidence the evidence the evidence the providing.</li> <li>I dentify the claims that</li> <li>Annotate the evidence the providing.</li> <li>I dentity the author's purinformational texts.</li> <li>Annotate the evidence the evide</li></ul>	<i>Thave mastered 2.0 content and wi</i> rspective toward a topic, motivation, opinions, that supports the author's hoice). the author is making. that the author is urpose in writing the author is providing.	th help I am successful at 3.0 conten I can use these vocabulary words: Perspective Claim Annotate Evidence Argument Reasoning Purpose I have partial success at 2.0 conten
<b>2.0</b>	<ul> <li>I can:</li> <li>I dentify the author's personal of the feelings, attitude, beliefs</li> <li>Annotate the evidence the perspective (i.e., word character of the evidence the evidence the evidence the providing.</li> <li>I dentify the claims that</li> <li>Annotate the evidence the providing.</li> <li>I dentity the author's purinformational texts.</li> <li>Annotate the evidence the evide</li></ul>	Thave mastered 2.0 content and wi rspective toward a topic, motivation, opinions, that supports the author's hoice). the author is making. that the author is urpose in writing the author is providing.	th help I am successful at 3.0 conten I can use these vocabulary words: Perspective Claim Annotate Evidence Argument Reasoning Purpose I have partial success at 2.0 content
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# <u>Florida B.E.S.T. Binder (Clarification)</u>

Perspective means "a particular attitude toward or way of regarding something." Communication

ELA.4.C.1.3 Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions. SEE Writing *Types & Elaborative Techniques (Appendix C)*