CHARLOTTE COUNTY Public Schools

Fourth Grade ELA	**Florida B.E.S.T.**
Proficiency Scale **Informational Text: Central Idea**	Spotlight Standards: **ELA.4.R.2.2**
	Supporting Standards: ELA.4.R.3.2b ELA.4.R.3.3, ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.K12.EE.4.1, ELA.4.V.1.1

4.0 Optional Enrichment	I can: ❑ coach a peer to explain how relevant details to develop a central idea. ❑ write a claim supported by evidence and elaboration.
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: ❑ **Explain how relevant details support the central idea, implied or explicit.** ❑ **Summarize a text to enhance comprehension.** ❑ **Explain the central idea and relevant details for an informational text.** ❑ **Compare and contrast accounts of the same event using primary and/or secondary sources.**
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	I can:
	
	❑ Differentiate relevant vs non-relevant details that support the central idea
	❑ Identify the topic of an informational text
	❑ Identify the central idea that is explicitly stated
	❑ Identify the characteristics of a complete summary
	    o Central Idea
	    o Appropriately sequenced, relevant details
	    o Paraphrased
		I can use these vocabulary words:
		❑ **Central Idea**
		❑ **Implied**
		❑ **Explicit**
		❑ **Summarize**
		❑ **Paraphrase**
		❑ **Inference**

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.

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)*

CHARLOTTE COUNTY Public Schools

Fourth Grade ELA	**Florida B.E.S.T.**
Proficiency Scale **Theme**	Spotlight Standards: **ELA.4.R.1.2**
	Supporting Standards: ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.K12.EE.4.1, ELA.4.V.1.1, ELA.4.R.3.2a

4.0 Optional Enrichment	**I can:** ❑ Explain how a theme of a text would change if a particular character's perspective were different.

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:** ❑ **Explain a stated or implied theme and how it develops, using details, a literary text.**

2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	**I can:**
	❑ Annotate the words or phrases that indicate a character's:
	   o traits
	   o feelings
	   o motivations
	   o responses to situations
	   o changes in attitude throughout the text
	❑ How a speaker reflects on a topic
	❑ Identify how the characters change throughout the text.
		I can use these vocabulary words:
		❑ Perspective (attitude)
		❑ Significant
		❑ Infer/inference
		❑ Theme
		❑ Plot
		   o characters
		   o settings
		   o events
		   o conflict

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.

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.

Fourth Grade ELA

Proficiency Scale **Point of View & Perspective and Comparative Reading**	**Florida B.E.S.T.**
	Spotlight Standards: **ELA.4.R.1.3, ELA.4.R.3.3**
	Supporting Standards: ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.K12.EE.4.1, ELA.4.V.1.1, ELA.4.R.3.2a, ELA.4.3.3

4.0 Optional Enrichment	**I can:** ❑ Write to make a claim supporting a perspective with logical reasons.	
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:** ❑ **Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.** ❑ **Compare and contrast accounts of the same event using primary and/or secondary sources.**	
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*	

2.0	**I can:**
	
	❑ Annotate the words or phrases that indicate a character's:
	   • traits
	   • feelings
	   • motivations
	   • responses to situations
	   • changes in attitude throughout the text
	❑ How a speaker reflects on a topic
		I can use these vocabulary words:
		❑ Narrator
		❑ Point of view
		❑ Perspective (attitude)
		❑ First Person / firsthand account
		❑ Third Person
		❑ Secondhand Account
		❑ Primary Source
		❑ Secondary Source

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.	

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.

CHARLOTTE COUNTY Public Schools

Fourth Grade ELA	**Florida B.E.S.T.**
Proficiency Scale **Poetry**	Spotlight Standards: **ELA.4.R.1.4, ELA.4.R.3.1**
	Supporting Standards: **ELA.4.R.1.4, ELA.4.R.3.1**

4.0 Optional Enrichment	**I can:** ❑ Create a poem using rhyme, structure, and figurative language.
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:** ❑ **Explain how rhyme and structure create meaning in a poem.** ❑ **Explain how figurative language contributes to the meaning in a text(s).**
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	**I can:** **ent will:** ❑ Identify the structure of poems. o Identify lines and stanzas in poems. o Identify rhyme scheme in poems. o Identify syllabic patterns in poems. ❑ Identify the figurative language in poems. o Recognize comparisons in poems. o Recognize words used to describe human qualities. o Recognize when something is being exaggerated. o Identify words that sound the same at the beginning. ❑ Identify the type of figurative language (metaphor, personification, hyperbole, etc.). ❑ Explain metaphors, personification, and hyperbole. ❑ Identify the meaning of the figurative language.	**I can use these vocabulary words:** ❑ Line ❑ Stanza ❑ Rhythm ❑ Mood ❑ Metaphor ❑ Personification ❑ Hyperbole ❑ Simile ❑ Alliteration ❑ Idiom ❑ Free verse ❑ Rhymed verse ❑ Haiku ❑ Limerick ❑ Scheme

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.

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

CHARLOTTE COUNTY Public Schools

Fourth Grade ELA

Florida B.E.S.T.

Proficiency Scale
Literary Elements

Spotlight Standards:
ELA.4.R.1.1

Supporting Standards:
ELA.K12.EE.1.1, ELA.K12.EE.2.1,
ELA.K12.EE.3.1, ELA.K12.EE.4.1,
ELA.4.V.1.1, ELA.4.R.3.2a

4.0 Optional Enrichment	**I can:** ❑ Write a fictional narrative using a logical sequence of events and demonstrate use of techniques and descriptions.
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:** ❑ **Explain how setting, events, conflict, and character development contribute to the plot in a literary text.**
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0

I can:

❑ Identify the plot elements (characters, setting, events, conflict) in the literary text.
❑ Differentiate between details that are significant and those that are less significant to the plot.
❑ Describe the most important events in the order they occurred in a text.
❑ Annotate the words or phrases that indicate a character's:
  o traits
  o feelings
  o motivations
  o responses to situations
  o changes in attitude throughout the text
❑ Identify how the characters change throughout the text.
❑ Using the events and details in a text and the character's response, identify a stated or implied theme(s).

I can use these vocabulary words:

❑ Plot / plot structure
  o Character
  o Character development
  o settings
  o events
  o conflict
❑ Narrator
❑ Significant
❑ Infer/inference

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 **Informational Text: Text Structure**	Spotlight Standards: **ELA.4.R.2.1**
	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 Optional Enrichment	**I can:** ❑ Create a new text feature that would enhance understanding of the central idea in an informational text.
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:** ❑ **Identify the text structures of:** o **Problem/solution, sequence, and description.** ❑ **Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts**
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	**I can:** ❑ Identify kinds of text features that can be used to clarify information. ❑ Identify how a text feature connects to or adds to specific ideas within a text. ❑ Identify signal words that indicate sequence (such as first, next, last). ❑ Identify signal words that indicate problem solution (i.e., as a result, dilemma, resolve). ❑ Identify when a text is describing a topic in detail. ❑ Recall chronology, comparison, and cause/effect	**I can use these vocabulary words:** ❑ **Text Structure (Recall)** o Chronology o Comparison o Cause/Effect ❑ **Text Structure (Recognize)** o Description o Sequence o Problem/solution ❑ **Text Features** o Titles o Headings o Captions o Graphs o Maps o Glossaries o Illustrations o Timeline o Photographs

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.

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

Proficiency Scales

Text Structures - p. 174 (Appendix B)

Progression:

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

ELA.**3**.R.2.1 Explain how the text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect.

Fourth Grade ELA	**Florida B.E.S.T.**
Proficiency Scale **Informational Text: Purpose, Perspective & Argument**	Spotlight Standards: **ELA.4.R.2.3, ELA.4.R.2.4** Supporting Standards: ELA.4.R.2.1,ELA.4.2.2, ELA.4.R.3.3, LA.4.V.1.1, ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.K12.EE.4.1 ELA.4.C.1.3

4.0 Optional Enrichment	**I can:** ❑ Analyze an informational text in order to write an argument with an opposing perspective.
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:** ❑ **Explain an author's perspective toward a topic in an informational text.** ❑ **Explain an author's claim and the reasons and evidence used to support the claim.** ❑ **Explain an author's purpose in an informational text.**
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	**I can:** ❑ Identify the author's perspective toward a topic, o feelings, attitude, motivation, opinions, beliefs ❑ Annotate the evidence that supports the author's perspective (i.e., word choice). ❑ Identify the claims that the author is making. ❑ Annotate the evidence that the author is providing. ❑ Identity the author's purpose in writing informational texts. ❑ Annotate the evidence the author is providing.	**I can use these vocabulary words:** ❑ Perspective ❑ Claim ❑ Annotate ❑ Evidence ❑ Argument ❑ Reasoning ❑ Purpose
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.	

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