



Topic: PHONICS (4.1 & 4.2)		
Grade: Fourth		
Score 4.0	<p style="text-align: center;">In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	
	Sample Activities	
	3.5	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • apply knowledge of grade-appropriate phoneme-grapheme correspondences to read unfamiliar multisyllabic words accurately in context and in isolation. (4.1) • apply knowledge of grade-appropriate syllable types to read unfamiliar multisyllabic words accurately in context and in isolation. (4.1) • apply knowledge of grade-appropriate morphological structures to read unfamiliar multisyllabic words accurately in context and in isolation. (4.1) • determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words. (4.2) <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ multisyllabic and syllable types. • performs basic processes, such as: 	
	<ul style="list-style-type: none"> • Reads above grade level texts accurately and automatically, using strategies to decode unfamiliar multisyllabic words in context. 	
	<p>Given a grade-level text, students will apply rules of syllable division and decoding to read unfamiliar words accurately and automatically in context, using activities such as:</p> <ul style="list-style-type: none"> • Using syllable division to segment words, identify the syllable type(s) in each word, read each word in isolation, and apply knowledge to read words in context. 	
	<ul style="list-style-type: none"> • Students will use phoneme-grapheme mapping to orally segment a list of words, write the grapheme corresponding to each phoneme in each word, and read each word mapped. 	



	<ul style="list-style-type: none">o identifies vowel patterns to separate syllables.o recognizes phoneme-grapheme correspondences and syllable types.o reads one syllable words accurately and automatically in isolation and in context. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: Morphological Structures (4.4)		
Grade: Fourth		
Score	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.	Sample Activities
4.0	<p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<ul style="list-style-type: none"> Applies knowledge of roots, prefixes, and suffixes when composing original works across the modes of writing.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
3.0	<p>The student will:</p> <ul style="list-style-type: none"> apply knowledge of roots to encode unfamiliar multisyllabic words. (4.4) apply knowledge of prefixes to encode unfamiliar multisyllabic words. (4.4) apply knowledge of suffixes to encode unfamiliar multisyllabic words. (4.4) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will encode dictated multisyllabic words.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> root, prefix, and suffix performs basic processes, such as: <ul style="list-style-type: none"> identifies the difference between a root and a base word. segments multisyllabic words into syllables. Identifies common roots, prefixes, and suffixes <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Using a pre-selected word list, students will complete a graphic organizer (morphology map) to identify word parts by root word, base word, segmentation, and affixes.
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	



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Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: FLUENCY (4.5)		
Grade: Fourth		
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;">Sample Activities</p> <ul style="list-style-type: none"> • Demonstrates fluency when reading above grade-level text.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
Score 3.0	<p>The student will: demonstrate fluency when reading grade-level text. (4.5) demonstrate fluency when responding through writing or speaking. (4.5)</p> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • The student will record him/herself reading a grade level text and evaluate his/her fluency using a teacher provided rubric.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: recognizes or recalls specific terminology, such as: Fluency. performs basic processes, such as: accurately reading grade-level text. writing legibly. expressing a complete thought.</p> <p>However, the student exhibits major errors or omissions</p>	<ul style="list-style-type: none"> • The student will work collaboratively with a partner to improve fluency using a variety of reading materials (speed drills, Fry Phrases, Reader's theater, repeated readings, etc.)



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	regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: VOCABULARY (4.10)		
Grade: Fourth		
Score	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.	Sample Activities
4.0	<p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<ul style="list-style-type: none"> Explains how the author's selection of figurative language contributes to the overall meaning of the text.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
3.0	<p>The student:</p> <ul style="list-style-type: none"> interprets words and phrases in text. (4.10) interprets figurative language in text. (4.10) explains how word choices shape meaning or tone. (4.10a) explains how figurative language contributes to the meaning of the text. (4.10b) uses relationships between synonyms, antonyms, and homographs to increase understanding of word meanings. (4.10c) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Given a grade level text, students will highlight examples of figurative language, and/or word choices and participate in discussions and/or writing to describe how they contribute to and shape the meaning of the text.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> synonyms, antonyms, homographs, figurative language, hyperbole, idiom, personification, and tone. performs basic processes, such as: 	<ul style="list-style-type: none"> Students will sort examples of figurative language taken from a class read aloud. Students will use a word map (such as Frayer model) to indicate word relationships.



	<ul style="list-style-type: none">o identifies the different types of figurative language.o Identifies relationships between synonyms, antonyms, and homographs. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: Story Elements (4.15)		
Grade: Fourth		
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	
	3.5	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
Score 3.0	<p>The student: analyzes in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (15) identifies and explains attitudes and influences of multiple characters within a text. (15a) explains how the main character changes throughout the story, using explicit evidence from the text. (15b) makes an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story. (15c) The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: recognizes or recalls specific terminology, such as: analyze in depth, attitude, influence, inference, and drama</p>	

Sample Activities
<ul style="list-style-type: none"> Compares and contrasts the characters, settings, or events from two or more texts, drawing on specific details in the text to form conclusions on your analysis.

<ul style="list-style-type: none"> Students will use graphic organizers (such as maps, timelines, story boards) to develop a summary of a text by making inferences about a character's behavior, the setting, and/or specific events, using explicit evidence from the text to support their thinking.
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<ul style="list-style-type: none"> Students will complete a story map to identify and describe literary elements and characters, citing text evidence.



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	<p>performs basic processes, such as: identifies and describes literary elements within a story, including setting, plot, characters, and themes using key details.</p> <p>describes a character including behavior, emotions, and traits using text evidence.</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<p>Score 1.0</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>	



Topic: COMPREHENSION (4.16)		
Grade: Fourth		
Score	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.	Sample Activities
4.0	<p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<ul style="list-style-type: none"> The students will use a graphic organizer to compare and contrast how authors of two texts use literacy devices and text features to convey meaning.
	3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.	
3.0	<p>The student will: describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama. (4.16) identify clues in the text to recognize implicit meanings. (4.16a) apply prior knowledge to textual clues to draw conclusions about the author's meaning. (4.16b) make an inference about the meaning of a text and support it with textual evidence. (4.16c) The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Using story mapping or a graphic organizer, students will draw conclusions and/or make inferences to describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: recognizes or recalls specific terminology, such as: inference, text evidence, literary elements (setting, plot, characters, theme, moral, central message), text features. (Ex. headings, photographs, illustrations, labels, charts, graphs, and legends) <ul style="list-style-type: none"> performs basic processes, such as: </p>	<ul style="list-style-type: none"> Students will use a graphic organizer and/or story map to identify and describe a text's literary elements and/or text structure to locate information.



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	<ul style="list-style-type: none">o identifies the text's literary elements. describes the text's literary elements. identifies text structures within literary and informational texts. uses text structures within literary and informational texts to locate information. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: Themes in Literature (4.19)		
Grade: Fourth		
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;">Sample Activities</p> <ul style="list-style-type: none"> Students will use a graphic organizer to analyze the treatment of theme in two or more stories, myths, or traditional literature from different cultures.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> o compares and contrasts the treatment of similar themes in stories, myths, and traditional literature from different cultures. (19) o determines and states an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature. (19a) o analyzes a common or shared theme and its development in stories, myths, and/or other traditional literature. (19b) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will use a Venn diagram to compare and contrast treatment of theme in a variety of literature.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • implied theme, explicit theme, common theme, shared theme, and treatment of similar themes • performs basic processes, such as: <ul style="list-style-type: none"> o identifies the theme in stories. o compares and contrasts stories. 	<ul style="list-style-type: none"> Students will use a plot diagram to identify theme. Students will use a Venn diagram to compare and contrast characters, settings, and/or plot elements in familiar stories.



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	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: Explicit Details with Informational Text (4.20)		
Grade: Fourth		
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p>Sample Activities</p> <ul style="list-style-type: none"> Reviews the key ideas expressed in a text and draw conclusions, using facts to support them.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
Score 3.0	<p>Standard: Comprehension 20</p> <p>The student will:</p> <ul style="list-style-type: none"> Use details and examples from a text to indicate what the text explicitly says. (20) <ul style="list-style-type: none"> interpret facts from an informational article, using details and examples from the text to explain the interpretation. (20a) list the main questions answered by an informational article. (20b) categorize statements in an article or other informational text as fact or opinion and give reasons for each choice. (20c) explain the differences between primary and secondary sources, giving examples from texts. (20d) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will read an informational article and generate questions to be answered by a peer. After reading a grade level text, students will use a T-chart to sort facts and opinions from the text and provide justification for their answers. Students will use text-based examples to identify primary and secondary sources.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: explicitly stated, interpretation, primary source, and secondary source. 	<ul style="list-style-type: none"> Students will participate in a teacher-led think aloud to generate questions about a grade level text. After reading a grade level text, the student will use a T-chart to sort facts and opinions from the text.



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	<ul style="list-style-type: none">• performs basic processes, such as:• identifies facts, details, and examples.• differentiates fact from opinion.• identifies primary sources.• identifies secondary sources. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none">• Students will identify primary and secondary sources.
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: Details supporting the main idea (4.21)		
Grade: Fourth		
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	
	3.5	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • explains how relevant details support the implied or explicit main idea of a text. (21) <ul style="list-style-type: none"> ○ determines the central idea or theme of a text. (21a) ○ explains the difference between implied and explicit details. (21b) ○ summarizes the key supporting details by citing evidence from a text. (21c) <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ relevant details, implied, explicit, main idea, and summarize. • performs basic processes, such as: 	
		<p>Sample Activities</p> <ul style="list-style-type: none"> • Writes a poem, story, or drama that uses key details to support a specific theme. • Creates a product (e.g., brochure, news article, comic strip, etc.) that summarizes key details using varied resources and texts referring to the same topic.
		<ul style="list-style-type: none"> • The students will use a two-column graphic organizer to sort main ideas and supporting details, label the details as implied or explicit, and explain to a partner how the details support the main ideas of the text. Next, the students will paraphrase the main idea sentences and write a summary paragraph that is one-quarter of the main text (passage) used for the lesson.
		<ul style="list-style-type: none"> • The students will explain to a partner/table group how the details identified in a text support the main idea and then provide an oral retelling of the text.



	<ul style="list-style-type: none">○ explains how details contribute to the main idea.○ recounts or summarizes key details in a text.○ retells a story. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: Text Features and Structures (4.23)		
Grade: Fourth		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught. The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".	Sample Activities <ul style="list-style-type: none"> Students will analyze and discuss the effectiveness of text structure within two informational texts.
3.5	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.	
Score 3.0	ELA.21.4.23 The student will: <ul style="list-style-type: none"> evaluate how text features and structures contribute to the meaning of an informational text. identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect. (23a) interpret information from text features in both print and digital formats. (23b) The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> Through student discourse, students will use sentence stem comparison to interpret information from text features to evaluate how text features and structures contribute to the meaning of informational text.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> description, compare and contrast, sequence, problem and solution, cause and effect, interpret, and evaluate performs basic processes, such as: 	<ul style="list-style-type: none"> Given informational text, students will label, highlight and/or annotate text to identify text features and explain how they contribute to meaning to locate information.



	<ul style="list-style-type: none">○ identifies and uses text features in informational passages to locate information. <i>Examples: headings, photographs, illustrations, labels, charts, graphs, and legends</i>○ explains how text features support details in the text.○ explains how illustrations contribute to meaning in a story.○ identifies text features used in written and digital formats. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: Text Dependent Writing (4.28)		
Grade: Fourth		
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught. The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;">Sample Activities</p> <ul style="list-style-type: none"> Students will cite textual evidence to support a written summary.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> write clear and coherent responses to text, using explicit or implicit evidence that supports a particular point. (4.28) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will respond in writing to questions about a text, using evidence from the text to support their response.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.4</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> text-based evidence, explicit evidence, and implicit evidence performs basic processes, such as: <ul style="list-style-type: none"> comprehends and summarizes the relationships within the text. cites evidence from text. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students will answer questions about relationships within a text, using evidence from the text to support their answers.
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	



Topic: Writing (4.34)		
Grade: Fourth		
Score	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.	Sample Activities
4.0	<p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<ul style="list-style-type: none"> Uses cursive writing conventions when composing longer texts (ex: paragraph indentations, headings, titles, etc.).
3.5	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.	
3.0	<p>The student will:</p> <ul style="list-style-type: none"> write fluently and legibly in cursive, using correctly formed letters with appropriate spacing. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will convert a manuscript paragraph to cursive using connected, correctly formed letters, and appropriate spacing.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> fluent, legible, and appropriate spacing. performs basic processes, such as: <ul style="list-style-type: none"> writes legibly in cursive with connected, correctly formed letters. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> The student will apply legible cursive during dictation of words.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	



Topic: Narrative Writing (4.35)		
Grade: Fourth		
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;">Sample Activities</p> <ul style="list-style-type: none"> Writes personal or fictional narratives that include flashbacks and/or more than one plot.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
Score 3.0	<p>(4.35) The student will:</p> <ul style="list-style-type: none"> write personal or fictional narratives: <ul style="list-style-type: none"> using a logical plot. including transitional words and phrases. using sensory details. incorporating dialogue. providing a sense of closure. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> The student will use a graphic organizer, such as Story Grammar, to support the writing of a narrative composition. Upon completion, the composition should reflect evidence of a logical plot, use of transitional words, sensory details, dialogue, and a sense of closure.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> plot, sequence, transitions, and sense of closure performs basic processes, such as: <ul style="list-style-type: none"> retells and writes sequence of events. 	<ul style="list-style-type: none"> The student will use a graphic organizer (such as Story Map) to generate a narrative paragraph, including transitions to link ideas.



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	<ul style="list-style-type: none">o composes and develops a well-organized paragraph using transitions. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: Informational Writing (4.36)		
Grade: Fourth		
Score	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.	Sample Activities
4.0	<p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<ul style="list-style-type: none"> Develops a presentation to communicate a student-generated informative or explanatory text.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
3.0	<p>The student will:</p> <ul style="list-style-type: none"> write informative or explanatory texts, using sources and academic vocabulary, that include an introduction, facts, details with elaboration, and a conclusion. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Using a pre-selected topic or subject, students will write an informational text that includes an introduction, facts, details with elaboration, and a conclusion, using sources and academic vocabulary.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> informational, explanatory, source, elaboration, and plagiarism. performs basic processes, such as: <ul style="list-style-type: none"> identifies facts and details in source materials. paraphrases or cites information from sources appropriately to avoid plagiarism. composes a paragraph with a topic sentence, details to support, and a concluding sentence. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Using a variety of source materials, students will identify facts and details to paraphrase sources appropriately to compose a paragraph.



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	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		



Topic: Argumentative Writing (4.37)		
Grade: Fourth		
Score	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.	Sample Activities
4.0	<p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<ul style="list-style-type: none"> Students will examine an opposing point of view, identify evidence that supports that point of view, and compose an argumentative text that compares the opposing points.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
3.0	<p>The student:</p> <ul style="list-style-type: none"> writes an argument to persuade the reader to take an action or adopt a position. (37) uses an introduction, logical reasoning supported by evidence from relevant sources. (37) links words to connect their argument to the evidence. (37) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will use the writing process to develop an argumentative text, using evidence from relevant sources.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> argument, persuade, reasoning, and relevant sources performs basic processes, such as: <ul style="list-style-type: none"> distinguishes between facts and opinions. finds and records evidence to support an opinion. uses reputable sources for research. 	<ul style="list-style-type: none"> Students will read text and highlight evidence that supports their reasoning when determining fact or opinion.



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	<ul style="list-style-type: none">○ uses linking words and phrases to make connections to evidence. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: Composing Complete Sentences (4.38)		
Grade: Fourth		
Score	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.	Sample Activities
4.0	<p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<ul style="list-style-type: none"> Composes a narrative, explanatory, informative or persuasive text with correct subject-verb agreement, punctuation and usage.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
3.0	<p>ELA.21.4.38 The student will:</p> <ul style="list-style-type: none"> compose complete sentences with correct subject-verb agreement, punctuation, and usage. <ul style="list-style-type: none"> order adjectives within sentences according to conventional patterns. (a) <i>Example: a small red bag rather than a red small bag</i> form and use prepositional phrases and conjunctions. (b) recognize and correct sentence fragments and run-on sentences. (c) use commas, apostrophes, and quotation marks correctly. (d) use correct capitalization, including familial relations and proper adjectives. (e) spell grade-appropriate words correctly, consulting references as needed. (f) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> During daily journal writing, the student will compose complete sentences with correct subject-verb agreement, punctuation, and usage.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> compound sentences, complex sentences, fragments, run-on sentences, subject, predicate, and subject-verb 	<ul style="list-style-type: none"> Using teacher-provided subjects and predicates, the student will compose simple, compound, and complex sentences using grade-level appropriate conventions.



	<p>agreement, conjunction, preposition, familial relations, and proper adjectives</p> <ul style="list-style-type: none">• performs basic processes, such as:<ul style="list-style-type: none">○ composes simple, compound, and complex sentences with correct subject-verb agreement.<ul style="list-style-type: none">▪ identifies and corrects sentence fragments and run-on sentences.▪ identifies the subject and predicate of a sentence. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: Conventions of Writing (4.39)		
Grade: Fourth		
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught. The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	
	3.5	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates command of the conventions of standard English grammar and usage. <ul style="list-style-type: none"> ○ uses relative pronouns who, whose, which, and that, relative adverbs where, when, and how, and irregular possessive nouns. (39 a) ○ forms and uses the progressive verb tenses. Examples: I was walking, I am walking. (39 b) ○ uses modal auxiliaries to convey various conditions. Examples: can, may, must (39 c) <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ relative pronouns, relative adverbs, irregular possessive nouns, progress verb tenses, and modal auxiliary verb • performs basic processes, such as: <ul style="list-style-type: none"> ○ identifies parts of speech: nouns, pronouns, verbs, and adverbs. ○ utilizes the parts of speech to compose a complete sentence. ○ writes a complete sentence demonstrating knowledge of standard English grammar including punctuation, capitalization, spelling and sentence formation. 	



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	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Topic: Report on a topic or text. (4.42)		
Grade: Fourth		
Score	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.	Sample Activities
4.0	<p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<ul style="list-style-type: none"> Students will integrate information from several texts on the same topic to develop and share an oral or written presentation.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
3.0	<p>The student will:</p> <ul style="list-style-type: none"> report on a topic, using appropriate facts and relevant, descriptive details to support main ideas or themes. (42) tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes. (42) respond in writing, routinely and independently, in response to text. (8, 32) speak clearly with adequate volume, appropriate pacing, and clear pronunciation. (42) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will use a digital platform (such as Flip Grid) to orally present a previously written composition, using a logical sequence to enhance listeners' understanding.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> appropriate, relevant, report, theme, recount, and pacing. performs basic processes, such as: <ul style="list-style-type: none"> utilizes academic, content-specific vocabulary when speaking or writing about a topic. gathers and evaluates information from sources about a topic. 	<ul style="list-style-type: none"> Students will write and orally present a well-organized paragraph.



	<ul style="list-style-type: none">o composes and develops a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.o speaks clearly with adequate volume. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	