



ELA Assessment Specifications for Teachers

Assessing the 2024 SC CCR ELA Standards

4th Grade

Introduction

The SC READY English Language Arts (ELA) assessment specifications and content limits are based upon the development of summative assessments that measure the *2024 South Carolina College- and Career-Ready English Language Arts Standards* (SC CCR). The assessment specifications define the purpose of the SC READY ELA assessment and provide important information regarding the content to be measured. The assessment specifications also serve as a road map to guide South Carolina educators in the development and subsequent review of items that best measure the 2024 SC CCR ELA standards for 4th grade. Each assessment specification is aligned to the given content area, strand, standard, and grade-level indicator, and includes the following key information:

- Evidence statements
- Assessment limits/content constraints
- Academic vocabulary for instruction and assessment
- Text types that may be used with an item

Overarching Expectations

New to the *2024 SC CCR ELA Standards* are the Overarching Expectations (OE). The Overarching Expectations are the fundamental skills and processes embedded in ELA instruction across all grade levels. While the Overarching Expectations (OE) are not assessed on summative assessment, the skills and processes outlined in the OE are inherently a part of many of the 2024 grade-level indicators.

Item Types

The SC READY ELA assessments are composed of various item types. These items are described at <https://ed.sc.gov/tests/tests-files/sc-ready-files/sc-ready-ela-3-5-item-types/>.

Acknowledgment

The Office of Assessment and Standards (OAS) would like to thank the South Carolina teachers and content specialists who have served on our various assessment committees. Without your expertise and input, this resource would not have been possible.

ELA.4.AOR.1.1: Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.

ELA.4.AOR.1.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Setting</u> <u>Conflict</u> <u>Characters</u> <u>Change</u> <u>Contributes</u> <u>Plot Development</u>
Evidence Statements for ELA.4.AOR.1.1
<p>The student will explain <i>how</i>:</p> <ul style="list-style-type: none"> • setting causes characters to change. • conflict causes characters to change. • conflict(s) contributes to plot development.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none"> • setting. • conflict. • plot development as a series of events that move the story forward. <p>Determining the correct response will require an understanding of character development, including <i>how</i> a character's:</p> <ul style="list-style-type: none"> • traits change throughout the plot. • feelings change throughout the plot. • actions change throughout the plot. • motivations change throughout the plot. <p>Determining the correct response will require the explanation of <i>how</i>:</p> <ul style="list-style-type: none"> • setting impacts character development.

ELA.4.AOR.1.1

Assessment Limits/Content Constraints, cont'd

- conflict impacts character development.
- conflict impacts plot development.

Explaining how a character develops goes beyond only identifying how a character has changed by the end of a story.

Students should be able to identify moments/events in the entire text where a character's traits, feelings, actions, and/or motivations shift, and explain *how* these moments/events work together to show a character's development throughout an entire story.

Character development may also include characters whose traits, feelings, actions, and motivations do not change throughout the plot.

To explain **how conflict(s) contributes to plot development (shapes what happens in a story)**, students should be able to explain *how* conflict:

- creates challenges or problems the characters must face.
- directly affects characters' actions, feelings, and motivations throughout the plot.
- helps reveal the theme of a story.

For summative assessment purposes, the student will:

- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.4.AOR.1.2: Determine and explain how figurative language impacts meaning and contributes to the reader’s experience.

ELA.4.AOR.1.2
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Explain</u> <u>Figurative Language</u> <u>Meaning</u> <u>Contributes</u> <u>Reader’s Experience</u>
Evidence Statements for ELA.4.AOR.1.2
<p>The student will determine <i>how</i> figurative language:</p> <ul style="list-style-type: none"> impacts meaning. contributes to the reader’s experience. <p>The student will explain <i>how</i> figurative language:</p> <ul style="list-style-type: none"> impacts meaning. contributes to the reader’s experience.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of all previously taught forms of figurative language including alliteration (K), onomatopoeia (K), descriptive words (K), imagery (1), descriptive phrases (1), simile (2), personification (2), idiom (2), metaphor (3), and hyperbole (3).</p> <p>Determining the correct response will require an understanding of <i>how</i>:</p> <ul style="list-style-type: none"> figurative language impacts meaning. to determine <i>how</i> figurative language impacts meaning. figurative language contributes to the reader’s experience. to determine <i>how</i> figurative language contributes to the reader’s experience. <p>Determining the correct response will require the explanation of <i>how</i> figurative language:</p> <ul style="list-style-type: none"> impacts meaning.

ELA.4.AOR.1.2

Assessment Limits/Content Constraints, cont'd

- contributes to the reader's experience.

To explain **how figurative language impacts meaning**, students should be able to explain *how* figurative language changes, enhances, or deepens the reader's thoughts about, feelings towards, or understanding of a text. For example, if an author uses the phrase "sunshine on a cloudy day," students should be able to explain the impact of the author's use of the phrase (e.g., the phrase is used to help the reader feel hopeful about a situation, or the phrase is used to show how one character's personality is so different from the other characters' personalities).

For summative assessment purposes, the student will:

- **determine** by using information from a text to make an inference.
- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.4.AOR.2.1: Identify and explain an explicit or implied theme and how it is developed by key details in a literary text.

ELA.4.AOR.2.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Identify</u> <u>Explain</u> <u>Explicit Theme</u> <u>Implied Theme</u> <u>Developed</u> <u>Key Details</u>
Evidence Statements for ELA.4.AOR.2.1
<p>The student will identify:</p> <ul style="list-style-type: none"> • an explicit theme in a literary text. • key details that develop an explicit theme in a literary text. • an implied theme in a literary text. • key details that develop an implied theme in a literary text. <p>The student will explain:</p> <ul style="list-style-type: none"> • an explicit theme in a literary text. • <i>how</i> an explicit theme in a literary text is developed by key details. • an implied theme in a literary text. • <i>how</i> an implied theme in a literary text is developed by key details.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to identify:</p> <ul style="list-style-type: none"> • an explicit theme in a literary text. • an implied theme in a literary text. • key details in a literary text. <p>Determining the correct response will require an understanding of <i>how</i> key details develop an explicit or implied theme in a literary text.</p>

ELA.4.AOR.2.1

Assessment Limits/Content Constraints, cont'd

Determining the correct response will require the explanation of:

- an explicit theme in a literary text.
- *how* key details develop an explicit theme in a literary text.
- an implied theme in a literary text.
- *how* key details develop an implied theme in a literary text.

The theme of a text is structured as a complete idea. An **explicit theme** is one that is directly stated in the text. An explicit theme *may* be stated by the narrator (as is common in many fables) or *may* be stated through dialogue between characters. An **implied theme** is not directly stated in the text, but is revealed through the characters' actions and dialogue, and specific events in the story. Implied theme is first introduced in this indicator.

To explain **how a theme is developed**, students should be able to explain *how* an author uses:

- conflict in a story to help reveal a theme of the story.
- character changes throughout a story to help reveal a theme of the story.
- specific events, actions, dialogue, and/or descriptions (key details) to help reveal a theme of the story.

For summative assessment purposes, the student will:

- **identify** by recognizing or naming information that is implicit or explicit within a text.
- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.4.AOR.2.2: Identify and explain a stated or implied central idea and how it is developed by supporting details in an informational text.

ELA.4.AOR.2.2
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Identify</u> <u>Explain</u> <u>Stated Central Idea</u> <u>Implied Central Idea</u> <u>Supporting Details</u>
Evidence Statements for ELA.4.AOR.2.2
<p>The student will identify:</p> <ul style="list-style-type: none"> • a stated central idea in an informational text. • supporting details that develop a stated central idea in an informational text. • an implied central idea in an informational text. • supporting details that develop an implied central idea in an informational text. <p>The student will explain:</p> <ul style="list-style-type: none"> • a stated central idea in an informational text. • <i>how</i> supporting details develop a stated central idea in an informational text. • an implied central idea in an informational text. • <i>how</i> supporting details develop an implied central idea in an informational text.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to identify:</p> <ul style="list-style-type: none"> • a stated central idea in an informational text. • supporting details that develop a stated central idea in an informational text. • an implied central idea in an informational text. • supporting details that develop an implied central idea in an informational text. <p>Determining the correct response will require an understanding of how to differentiate between supporting details and general information in an informational text.</p>

ELA.4.AOR.2.2

Assessment Limits/Content Constraints, cont'd

Determining the correct response will require the explanation of:

- a stated central idea in an informational text.
- *how* supporting details develop a stated central idea in an informational text.
- an implied central idea in an informational text.
- *how* supporting details develop an implied central idea in an informational text.

A **stated central idea** is one that is directly stated in the text. An **implied central idea** is not directly stated in the text, but is revealed through the information, facts, examples, text features, and text structure in an informational text.

To explain **how a central idea is developed by supporting details**, students should be able to explain *how* an author uses information, facts, examples, evidence, and/or explanations (supporting details) to help reveal and strengthen the central idea in a text.

For summative assessment purposes, the student will:

- **identify** by recognizing or naming information that is implicit or explicit within a text.
- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.4.AOR.3.1: a. Compare and contrast the point of view from which different stories are narrated, including the difference between first person and third person; and b. explain how different characters’ perspectives impact a literary text.

ELA.4.AOR.3.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Compare and Contrast</u> <u>Explain</u> <u>Point of View</u> <u>First Person</u> <u>Third Person</u> <u>Perspective</u> <u>Characters</u> <u>Impact</u>
Evidence Statements for ELA.4.AOR.3.1
<p>The student will compare and contrast the point of view from which different stories are narrated, including the difference between first person and third person.</p> <p>The student will explain <i>how</i> different characters’ perspectives impact a literary text.</p>
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none"> • first person point of view. • third person point of view. • characters' perspective. <p>Determining the correct response will require the identification of:</p> <ul style="list-style-type: none"> • the point of view from which a literary text is narrated. • different characters’ perspectives in a literary text. <p>Determining the correct response will require the comparison between the point of view from which different stories are narrated.</p>

ELA.4.AOR.3.1

Assessment Limits/Content Constraints, cont'd

Determining the correct response will require the explanation of:

- the differences between how stories are narrated.
- *how* different characters' perspectives impact a literary text.

Point of view is the type of narrator used to tell a story. Point of view is introduced for the first time in this indicator.

Perspective is how the narrator and/or characters perceive what is happening within the story. This perception affects how a character(s) feels about people, places, or events and how a character(s) reacts. It can also impact how the character(s) share (or withhold) information, impacting the reader's understanding of the text.

For summative assessment purposes, students may be given a paired passage that includes two texts told from different points of view about the same topic or event. The paired passage could include any combination of narratives, poems, and/or dramas.

For summative assessment purposes, the student will:

- **compare and contrast** by finding similarities and differences between two or more texts, concepts, or ideas.
- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.4.AOR.4.1: Determine and explain how an author’s purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author’s perspective.

ELA.4.AOR.4.1
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Explain</u> <u>Author’s Purpose</u> <u>Author’s Perspective</u> <u>Conveyed</u>
Evidence Statements for ELA.4.AOR.4.1
The student will determine how an author’s purpose is conveyed through the author’s perspective.
The student will explain how an author’s purpose is conveyed through the author’s perspective.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none"> author’s purpose in an informational text. author’s perspective in an informational text. <p>Determining the correct response will require an understanding of <i>how</i> to determine:</p> <ul style="list-style-type: none"> author’s purpose in an informational text. author’s perspective in an informational text. <p>Determining the correct response will require the explanation of <i>how</i> an author’s purpose is conveyed through the author’s perspective. For example, an author’s perspective that recycling is the best way to treat the planet could convey, or reveal, their purpose in writing an article about recycling. <u>Students should be able to explain the connection between how an author’s perspective on a topic affects the author’s purpose when writing about the topic.</u></p> <p>Author’s purpose is defined as the author’s intent for writing (e.g., to answer, explain, describe, instruct, persuade, inform, entertain, excite, startle, sadden, or others) for the audience. Author’s purpose should be looked at over the entirety of the text, not just in a section of text. <u>Author’s purpose is structured as a complete idea describing an author’s “why,”</u> as opposed to a one word descriptor describing an author’s “what.” An author’s purpose could be “to persuade people to recycle more often,” as opposed to just “persuade.”</p>

ELA.4.AOR.4.1

Assessment Limits/Content Constraints, cont'd

Author's perspective in informational texts is defined as an author's or speaker's unique attitude toward a topic or perception of an issue or event.

For summative assessment purposes, the student will:

- **determine** by using information from a text to make an inference.
- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.4.AOR.5.1: Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).

ELA.4.AOR.5.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Compare and Contrast</u> <u>Structural Elements</u>
Evidence Statements for ELA.4.AOR.5.1
The student will compare and contrast the structural elements of literary texts.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of text structures common to literary texts including:</p> <ul style="list-style-type: none"> • narratives. • poems. • dramas. <p>Determining the correct response will require the comparison between structural elements of literary texts. For example, narratives use paragraphs to organize information, while poems use stanzas to organize information.</p> <p>The <u>focus of this indicator is on the differences between structural elements of literary texts</u>, not on the content of the literary elements. Structural elements of literary texts include paragraphs, chapters, lines, stanzas, stage directions, scenes, and dialogue.</p> <p>For summative assessment purposes, students may be given a single passage that combines the structural elements of narratives, dramas, and/or poems. Students may also be given a paired passage in which each passage is organized differently (e.g., one passage may be a poem, while the other is a narrative).</p> <p>For summative assessment purposes, the student will:</p> <ul style="list-style-type: none"> • <u>compare and contrast</u> by finding similarities and differences between two or more texts, concepts, or ideas. <p>DOK Range: 2</p>

ELA.4.AOR.5.2: Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast.

ELA.4.AOR.5.2
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Text Features</u> <u>Contribute</u> <u>Identify</u> <u>Text Structure</u> <u>Problem and Solution</u> <u>Chronological</u> <u>Compare and Contrast</u>
Evidence Statements for ELA.4.AOR.5.2
<p>The student will explain <i>how</i> basic text features contribute to meaning in an informational text.</p> <p>The student will identify the text structures of:</p> <ul style="list-style-type: none"> • problem and solution. • chronological. • compare and contrast.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i>:</p> <ul style="list-style-type: none"> • to identify text features in an informational text. • to use text features in an informational text. • text features contribute to meaning in an informational text. • to explain how text features contribute to meaning in an informational text. • to identify text structures in an informational text. <p>Determining the correct response will require an understanding of text features including, but not limited to, titles (K), headings (K), subheadings (K), illustrations (K), photographs (K), captions (1), graphs (1), glossaries (1), tables of content (1), maps (1), and key facts (1).</p>

ELA.4.AOR.5.2

Assessment Limits/Content Constraints, cont'd

Determining the correct response will require the explanation of *how* text features contribute to meaning in an informational text.

Determining the correct response will require the identification of the text structures of:

- problem and solution.
- chronological.
- compare and contrast.

To explain how **text features contribute to meaning**, students should be able to explain *how* the content and/or structure of a text feature helps the reader understand:

- a central idea in a text.
- supporting details in a text.
- important information in a text.
- the author's perspective.
- the author's purpose.

Students should also be able to explain how an author's choice to include one text feature over another affects how the information is presented (e.g., using a bar graph to show numerical data makes the information easier to understand than using a narrative to explain the data).

For summative assessment purposes, students may be asked about the text structure of a section of text or the entire text.

For summative assessment purposes, the student will:

- **explain** by making an idea and/or concept clear by describing it in detail.
- **identify** by recognizing or naming information that is implicit or explicit within a text.

DOK Range: 1-2

ELA.4.AOR.5.3: Explain an author’s use of reasons and evidence to support a claim(s) in an informational text.

ELA.4.AOR.5.3
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Reasons</u> <u>Evidence</u> <u>Claim(s)</u>
Evidence Statements for ELA.4.AOR.5.3
The student will explain how an author uses reasons and evidence to support a claim(s) in an informational text.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none"> • author’s claim. • reasons an author uses to support a claim in an informational text. • evidence an author uses to support a claim in an informational text. <p>Determining the correct response will require an understanding of <i>how</i> to determine:</p> <ul style="list-style-type: none"> • an author’s claim in an informational text. • reasons an author uses to support a claim in an informational text. • evidence an author uses to support a claim in an informational text. <p>Determining the correct response will require the explanation of <i>how</i> an author uses reasons and evidence to support a claim(s) in an informational text.</p> <p>Author’s claim is defined as an arguable statement made and supported by an author. A strong claim is focused, clear, and debatable.</p> <ul style="list-style-type: none"> • An example of a claim is: Cats make better pets than dogs. • An example of an opinion is: I like cats. <p>A reason is a statement that supports the claim. Evidence is information that helps the reader form an opinion and/or reach a conclusion.</p>

ELA.4.AOR.5.3

Assessment Limits/Content Constraints, cont'd

For summative assessment purposes, the student will:

- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.4.AOR.6.1: Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.

ELA.4.AOR.6.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Summarize</u> <u>Plot</u> <u>Theme</u> <u>Relevant Key Details</u> <u>Central Idea</u> <u>Relevant Supporting Details</u>
Evidence Statements for ELA.4.AOR.6.1
<p>The student will summarize literary texts to enhance comprehension, by including plot, theme, and relevant key details.</p> <p>The student will summarize informational texts to enhance comprehension, by including a central idea and relevant supporting details.</p>
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of what is a summary.</p> <p>Determining the correct response will require an understanding of <i>how</i> to summarize to enhance comprehension by including:</p> <ul style="list-style-type: none"> • plot, theme, and relevant key details for a literary text. • central idea and relevant supporting details for an informational text. <p>Determining the correct response will require an understanding of <i>how</i> to determine key details and supporting details that are <u>relevant</u> to a summary.</p> <p>For summative assessment purposes, the student will:</p> <ul style="list-style-type: none"> • <u>summarize</u> by condensing a section of text or an entire text to its most important ideas and information. Summarizing leads to analysis. <p>DOK Range: 2-3</p>

ELA.4.AOR.7.1: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.

ELA.4.AOR.7.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Clarify</u> <u>Context Clues</u> <u>Restatements</u> <u>Print and Digital Reference Materials</u> <u>Part of Speech</u> <u>Precise Meaning</u>
Evidence Statements for ELA.4.AOR.7.1
<p>The student will determine the meaning of known, unknown, and multiple-meaning words and phrases.</p> <p>The student will clarify the meaning of known, unknown, and multiple-meaning words and phrases.</p> <p>The student will use context clues to determine the meaning of a word or phrase.</p> <p>The student will consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.</p>
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> determine the meaning of known, unknown, and multiple-meaning words and phrases. clarify the meaning of known, unknown, and multiple-meaning words and phrases. <p>Determining the correct response will require an understanding of <i>how</i> to use:</p> <ul style="list-style-type: none"> sentence-level and paragraph-level context clues to determine the meaning of a word or phrase. entries in print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.

ELA.4.AOR.7.1

Assessment Limits/Content Constraints, cont'd

For summative assessment purposes, the student will:

- be provided with a reference source as part of an item's stimulus as applicable.
- **determine** by using information from a text to make an inference.
- **clarify** by explaining relationships, meanings, thinking, and/or ideas to aid and improve understanding and distinguish between nuanced ideas or definitions.

DOK Range: 1-2

ELA.4.AOR.8.1: Determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts: a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); b. explain the meaning of commonly occurring similes, metaphors, and idioms; and c. demonstrate knowledge of relationships between words (e.g., synonyms and antonyms) to better understand each of the words.

ELA.4.AOR.8.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches, multimedia texts
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Figurative Language</u> <u>Technical Language</u> <u>Explain</u> <u>Similes</u> <u>Metaphors</u> <u>Idioms</u> <u>Relationships Between Words (synonyms, antonyms)</u>
Evidence Statements for ELA.4.AOR.8.1
<p>The student will determine an author’s use of figurative and technical language in grade-level:</p> <ul style="list-style-type: none"> • literary texts. • informational texts. • multimedia texts. <p>The student will distinguish between literal and nonliteral meanings of words and phrases.</p> <p>The student will explain the meanings of commonly occurring similes, metaphors, and idioms.</p> <p>The student will demonstrate an understanding of words based on the word’s relationship to other words.</p>
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> an author uses literal and nonliteral meanings of words and phrases in a text and distinguishing the difference between them.</p> <p>Determining the correct response will require the explanation of the meanings of commonly occurring similes, metaphors, and idioms.</p>

ELA.4.AOR.8.1

Assessment Limits/Content Constraints, cont'd

Determining the correct response will require an understanding of *how* to determine the relationship between words to better understand each word.

Literal and nonliteral meanings of words and phrases refers to words and phrases that have dual meaning and can be used in ways that are similar to how idioms are used. For example, in the phrase “take steps.” When taken literally, the phrase could mean to take possession of physical steps. When taken nonliterally, the phrase could mean to begin to address a situation.

For summative assessment purposes, multimedia can include transcripts of audio, images, or comic panels. Summative assessment *will not include* audio or video.

For summative assessment purposes, the student will:

- **determine** by using information from a text to make an inference.
- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 1-2

ELA.4.AOR.9.1: Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of words in grade-appropriate content.

ELA.4.AOR.9.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Identify</u> <u>Use</u> <u>Greek Roots</u> <u>Latin Roots</u> <u>Base Words</u> <u>Affixes</u> <u>Determine</u>
Evidence Statements for ELA.4.AOR.9.1
The student will identify common Greek and Latin roots and use them to determine the meaning of words in grade-appropriate content.
The student will identify base words and use them to determine the meaning of words in grade-appropriate content.
The student will identify affixes and use them to determine the meaning of words in grade-appropriate content.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of the function of:</p> <ul style="list-style-type: none"> • Greek roots and <i>how</i> to use them in unknown words in grade-level content. • Latin roots and <i>how</i> to use them in unknown words in grade-level content. • base words and <i>how</i> to use them in in unknown words in grade-level content. • affixes and how to use them in in unknown words in grade-level content. <p>For summative assessment purposes, vocabulary items will be text-based. There <i>is not</i> a prescribed list of Greek and Latin roots, bases words, or affixes for students at each grade level.</p> <p>For summative assessment purposes, the student will:</p> <ul style="list-style-type: none"> • <u>identify</u> by recognizing or naming information that is implicit or explicit within a text.

ELA.4.AOR.9.1

Assessment Limits/Content Constraints, cont'd

- **use** by applying information to deepen and/or improve understanding.
- **determine** by using information from a text to make an inference.

DOK Range: 1-2

ELA.4.R.1.1: Conduct short research for inquiry by: a. generating a question about a topic; and b. examining a provided source.

ELA.4.R.1.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Short Research</u> <u>Inquiry</u> <u>Generating a Question</u> <u>Topic</u> <u>Examining</u> <u>Provided Source</u>
Evidence Statements for ELA.4.R.1.1
The student will conduct short research for inquiry by generating a question about a topic.
The student will conduct short research for inquiry by examining a provided source.
Assessment Limits/Content Constraints
Determining the correct response will require an understanding of <i>how</i> to: <ul style="list-style-type: none">• generate a question about a topic for inquiry.• answer a question about a topic for inquiry.• examine a provided source.• conduct short research. For summative assessment purposes , students may be presented with a scenario, sources, and/or findings from research. DOK Range: 2-3

ELA.4.R.1.2: Determine the credibility of a provided source.

ELA.4.R.1.2
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Credibility</u> <u>Provided Source</u>
Evidence Statements for ELA.4.R.1.2
The student will determine the credibility of a provided source.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none">• the concept of credibility.• <i>how</i> to determine the credibility of a provided source. <p>A credible source is a source that is relevant, reputable, and unbiased. Determining the credibility of a source is first introduced in this indicator.</p> <p>For summative assessment purposes, students may be presented with a scenario, sources, and/or findings from research.</p> <p>DOK Range: 2-3</p>

ELA.4.R.1.3: Determine which information is relevant to the topic.

ELA.4.R.1.3
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Relevant</u> <u>Topic</u>
Evidence Statements for ELA.4.R.1.3
The student will determine which information is relevant to the topic.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none">• the concept of relevancy to a topic.• <i>how</i> to determine which information is relevant to a topic. <p>Relevant information is information that answers the research question or provides important information related to a research question. Determining which information is relevant to research is first introduced in this indicator.</p> <p>For summative assessment purposes, students may be presented with a scenario, sources, and/or findings from research.</p> <p>DOK Range: 2</p>

ELA.4.R.1.4: Group related findings.

ELA.4.R.1.4
2024 Academic Vocabulary for Instruction and Assessment
<u>Group</u> <u>Related Findings</u>
Evidence Statements for ELA.4.R.1.4
The student will group related findings.
Assessment Limits/Content Constraints
Determining the correct response will require an understanding of: <ul style="list-style-type: none">• what constitutes grouping.• <i>how</i> to group related findings from a provided print or non-print source. For summative assessment purposes , students may be presented with a scenario and/or findings from research. DOK Range: 2

ELA.4.R.1.5: Cite sources to avoid plagiarism.

ELA.4.R.1.5

Because the SCDE does not prescribe a specific type of academic style guide for teachers to use in ELA, this indicator is for classroom instruction and is not assessed on summative assessment.

ELA.4.C.1.1: Write arguments to make a claim about a topic. When writing: a. introduce a topic and state an opinion about the topic; b. provide reasons supported by facts from a credible source(s); and c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section.

ELA.4.C.1.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Argument</u> <u>Claim</u> <u>Topic</u> <u>Opinion</u> <u>Reasons</u> <u>Facts</u> <u>Credible Source(s)</u> <u>Group Ideas Logically</u> <u>Concluding Statement or Section</u>
Evidence Statements for ELA.4.C.1.1
<p>The student will draw on provided informational source material to write an argument to make a claim about a topic by:</p> <ul style="list-style-type: none"> • using an introduction. • stating an opinion about a topic. • providing reasons supported by facts from a credible source(s). • grouping ideas logically. • using transitional words and phrases. • providing a concluding statement or section.
Assessment Limits/Content Constraints
<p>The student <i>may</i> be presented with a scenario or sample writing to examine and asked to select:</p> <ul style="list-style-type: none"> • a response that introduces a topic. • a response that states an opinion about a topic. • a reason(s) from a credible source that supports a claim or argument. • a fact(s) from a credible source that supports a claim or argument. • a response that best groups ideas. • transitions to link ideas. • a concluding statement or section.

ELA.4.C.1.1

Assessment Limits/Content Constraints, cont'd

For summative assessment purposes:

- a stand-alone item will only address one aspect of the grade-level indicator.

DOK Range: 2-3

ELA.4.C.2.1: Write informative/explanatory texts to examine a topic and provide information. When writing: a. introduce a topic clearly; b. develop the topic with facts, definitions, details, and/or quotes related to the topic; c. group related information into paragraphs and/or sections using transitional words and phrases to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source(s); and f. provide a concluding statement or section.

ELA.4.C.2.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Informative/Explanatory Text</u> <u>Examine</u> <u>Topic</u> <u>Develop</u> <u>Facts</u> <u>Definitions</u> <u>Details</u> <u>Quotes</u> <u>Group Related Information</u> <u>Transitional Words and Phrases to Link Ideas</u> <u>Precise Language and Vocabulary</u> <u>Provided Source(s)</u> <u>Concluding Statement or Section</u>
Evidence Statements for ELA.4.C.2.1
<p>The student will draw on provided informational source material to write an informative/explanatory text to examine a topic and provide information by:</p> <ul style="list-style-type: none"> • using a clear introduction. • developing the topic with facts, definitions, details, and/or quotes related to the topic. • grouping related information. • using transitional words and phrases to link ideas. • using precise language and vocabulary to inform or explain about the topic. • using and explaining information from provided sources. • providing a concluding statement or section.
Assessment Limits/Content Constraints
<p>The student <i>may</i> be presented with a scenario or sample writing to examine and asked to select:</p> <ul style="list-style-type: none"> • a response that clearly introduces a topic.

ELA.4.C.2.1

Assessment Limits/Content Constraints, cont'd

- facts, definitions, details, and/or quotes that develop a topic.
- the best way to group related information.
- transitions to link ideas.
- language or vocabulary that precisely informs or explains about a topic.
- information from a source that best develops a topic.
- a concluding statement or section.

For summative assessment purposes:

- a stand-alone item will only address one aspect of the grade-level indicator.

DOK Range: 2-3

ELA.4.C.3.1: Write narratives developing real or imagined experiences. When writing: a. establish a situation and setting; b. introduce a narrator and/or characters; c. organize a plot structure; d. use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence events; and f. provide an ending that follows from the narrated experiences or events.

ELA.4.C.3.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Narrative</u> <u>Situation</u> <u>Setting</u> <u>Narrator</u> <u>Characters</u> <u>Plot Structure</u> <u>Develop</u> <u>Narrative Techniques</u> <u>Dialogue</u> <u>Descriptive Language</u> <u>Sensory Details</u> <u>Transitional Words and Phrases to Sequence Events</u> <u>Ending</u>
Evidence Statements for ELA.4.C.3.1
<p>The student will draw on provided literary source material to write a narrative to develop real or imagined experiences by:</p> <ul style="list-style-type: none"> • establishing a situation. • establishing a setting. • introducing a narrator and/or characters. • organizing a plot structure. • using narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters. • using a variety of transitional words and phrases to sequence events. • providing an ending that follows from the narrated experiences or events.
Assessment Limits/Content Constraints
<p>The student <i>may</i> be presented with a scenario or sample writing to examine and asked to select:</p> <ul style="list-style-type: none"> • a response that establishes a situation or setting.

ELA.4.C.3.1

Assessment Limits/Content Constraints, cont'd

- a response that introduces a narrator and/or character(s).
- the best way to organize events in the plot.
- a narrative technique that best develops the setting.
- a narrative technique that best develops events in the plot.
- a narrative technique that best develops a character(s).
- transitional words or phrases to sequence events.
- an ending that follows from the narrated experiences or events.

For summative assessment purposes:

- a stand-alone item will only address one aspect of the grade-level indicator.
- the TDW item will address all aspects of the grade-level indicator. Students will be provided with a passage and prompt related to the passage. Students will write a response to the prompt. The provided passage is a document of inspiration for the student's response. Refer to the SC READY TDW Rubric "To Convey and Experience" for grades 3-4.

DOK Range: 2-3

ELA.4.C.4.1: Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing: a. capitalize nouns (historic periods, nationalities, languages) and proper adjectives; b. use a comma before a coordinating conjunction in a compound sentence and with dependent clauses; c. use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives; d. identify and use simple appositive phrases; e. order adjectives within sentences according to conventional patterns; f. use prepositional phrases; g. distinguish between frequently confused words (e.g., to, too, two; there, their, they're); h. identify and revise sentence fragments and run-on sentences; and i. consult print and multimedia sources to check and correct spelling.

ELA.4.C.4.1
Evidence Statements for ELA.4.C.4.1
<p>The student will use the rules of standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence types and phrasing.</p> <p>The student will:</p> <ul style="list-style-type: none"> • capitalize nouns (historic periods, nationalities, languages) and proper adjectives. • use a comma before a coordinating conjunction in a compound sentence. • use a comma with dependent clauses. • use frequently occurring nouns (compound). • distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives. • identify and use simple appositive phrases. • order adjectives within sentences according to conventional patterns. • use prepositional phrases. • distinguish between frequently confused words (e.g., to, too, two; there, their, they're). • identify and revise sentence fragments and run-on sentences.
Assessment Limits/Content Constraints
<p>Adjectives should be ordered according to the Royal Order of Adjectives. The Royal Order of Adjectives is as follows: quantity, opinion, size, shape, condition, age, color, pattern, origin, material, purpose, followed by the noun. For example, if a student were to write about cookies they ate, they would say “five large, round, chocolatey cookies” instead of “five chocolatey, round, large cookies.”</p> <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • <u>a stand-alone item will only address one aspect of the grade-level indicator.</u>

ELA.4.C.4.1

Assessment Limits/Content Constraints, cont'd

- the student *may* be asked to choose a response that correctly applies convention rules.
- the student *may* be presented with a sentence or section of text and asked to correct an error.

DOK Range: 1-2

ELA.4.C.5.1: Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

ELA.4.C.5.1
Evidence Statements for ELA.4.C.5.1
<p>The student will improve writing by:</p> <ul style="list-style-type: none">• planning.• revising.• editing.• building on personal ideas and the ideas of others.
Assessment Limits/Content Constraints
<p>Determining the correct response will require identification of:</p> <ul style="list-style-type: none">• effective planning needed to strengthen writing.• revisions to strengthen writing.• edits to strengthen writing.• effective feedback from others to strengthen writing. <p>For summative assessment purposes, the student:</p> <ul style="list-style-type: none">• <i>may</i> be provided with a short sample of text and asked to select an option that edits a text to strengthen writing.• <i>may</i> be provided with a short sample of text and asked to select an option that revises a text to strengthen writing.• <i>may</i> be provided with a short sample of text and feedback from a teacher or peer. Using the suggested feedback, the student will select an option that edits or revises the text based on the feedback provided.• will apply planning, editing, and revising to the TDW response. <p>DOK Range: 1-2</p>