

PRACTICE TEST ALIGNMENT DOCUMENT

Grade 4 ELA

| Sequence Number | Standards |
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| Session 1 | |
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| 1 | Passage |
| 2 | RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| 3 | RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| 4 | RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 5 | RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| 6 | RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| 7 | RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| 8 | RL.4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text. |
| 9 | Passage |
| 10 | RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 11 | RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |

| Sequence Number | Standards |
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| 12 | RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| 13 | RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| 14 | RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| 15 | RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| 16 | Passage |
| 17 | RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| 18 | RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| 19 | RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| 20 | RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| 21 | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 22 | RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . |
| 23 | RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| Session 2 | |
| 1 | Audio Passage |

| Sequence Number | Standards |
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| 2 | SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 3 | SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. |
| 4 | SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| 5 | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| 6 | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c) Use a variety of transitional words and phrases to manage the sequence of events. |
| 7 | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| 8 | L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b) Use commas and quotation marks to mark direct speech and quotations from a text. |
| 9 | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d) Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| 10 | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. e) Provide a conclusion that follows from the narrated experiences or event |

| Sequence Number | Standards |
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| 11 | <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> |
| 12 | <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases to convey ideas precisely.</p> |
| 13 | <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c) Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> |
| 14 | <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> |
| 15 | <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g) Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> |
| 16 | <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> |
| 17* | <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> |

*This is a hand-scored item. The rubric can be found at the end of this document for reference.

Rubric

Narrative – Grade 4

| | 4 | 3 | 2 | 1 |
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| Written Expression | <p>The narrative, real or imagined, develops and sustains an engaging plot. The characters or narrator and setting are developed effectively. The events in the narrative are sequenced logically, and the details and descriptions are relevant and effective.</p> <ul style="list-style-type: none"> An effective plot organizes events naturally and logically, giving the narrative a sense of unity and completeness. Characters and setting are effectively established, developed, and maintained. Use of language (literal or figurative) is consistently controlled and enhances the narrative; dialogue, if present, is effective and purposeful. Ideas are presented clearly and logically from beginning to end; strong connections between and among ideas are evident. The opening and conclusion are effective for the audience and purpose. A thematic or topical link to the sources is present and enhances the narrative. | <p>The narrative, real or imagined, develops and sustains a plot. The characters or narrator and setting are adequately developed. The events in the narrative are generally well organized, and the details and descriptions are sufficient for the purpose.</p> <ul style="list-style-type: none"> The plot organizes events in a logical manner. Characters and setting are adequately introduced and developed. Language (literal or figurative) is used appropriately. Connections between and among ideas are present and logical. The opening and conclusion are generally sufficient for the audience and purpose. A thematic or topical connection to the sources is present. | <p>The narrative, real or imagined, offers a plot, characters or narrator, and setting, but these elements may be partially developed. Events, details, and descriptions, although present, are unevenly organized or developed.</p> <ul style="list-style-type: none"> The plot lacks a sustained focus. Characters and setting are unevenly introduced and developed. Control of language (literal or figurative) is limited. Connections among ideas may be unclear. Some attempt at an opening and conclusion is present but may be ineffective. A thematic or topical connection to the sources is limited. | <p>The response insufficiently develops the plot, characters or narrator, and setting. Events, details, and descriptions are incomplete or missing.</p> <ul style="list-style-type: none"> The plot may be confusing, illogical, or severely underdeveloped. Characters and setting are incomplete or missing. Ideas may be randomly ordered or have unclear relationships. Little to no organizational structure is present. A thematic or topical connection to the sources is inaccurate or missing. |

| Conventions | <p>The response demonstrates a strong command of conventions.</p> <ul style="list-style-type: none"> A variety of sentence structures are well-formed and effectively controlled. Command of usage and grammar is strong and effective. Spelling, punctuation, and capitalization are largely correct. | <p>The response demonstrates an adequate command of conventions.</p> <ul style="list-style-type: none"> A variety of sentence structures are formed and adequately controlled. Command of usage and grammar is sufficient. Errors in spelling, punctuation, and capitalization do not impede clarity. | <p>The response demonstrates a partial command of conventions.</p> <ul style="list-style-type: none"> Sentence formation and control are limited. Command of usage and grammar is uneven. Errors in spelling, punctuation, and capitalization are obvious and impede clarity. | <p>The response demonstrates little to no command of conventions.</p> <ul style="list-style-type: none"> Sentence formation and control are severely limited or nonexistent. Errors in grammar and usage are frequent. Spelling, punctuation, and capitalization are mostly incorrect and unclear. |
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A response cannot be scored if it displays any of the following characteristics.

- Consists entirely of text that is copied from the prompt and/or passage (CP)
- Is completely off topic (OT)
- Is incoherent (IN)
- Is not written in the target language (NL)
- Is blank (BB)
- Is inadequate for scoring (IS) **includes refusals*