4th Grade English Language Arts BLUEPRINT—IF1

Anchor Standards= one set of broad standards applied K-12

"Together anchor and grade level standards define the skills and understanding that all students must demonstrate."
(*Common Core Strategies Flip Chart,* 2010).

** The red standard(s) mean the SD Disaggregated template is not complete.

Suggested Time	Instructional Focus 1 (E4IF1)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
5 weeks	In this instructional focus, students will read several short stories and/or a novel. The stories or novel should have strong and recognizable characters, setting(s), and events so that the student will be able to refer to and infer about the text (including poems, drama, and mythology). Students will be able to explain the differences between poems, dramas, and prose (see RL.4.5). Students will learn to describe characters, setting, and events based on details in the text. At all times, students will support their inferences and understandings about characters, settings, themes, and events with details from the text. This IF asks for comparisons between 2 versions of the same text (ex. Book vs. movie of same story). Students will work in collaborative groups following the rules of discussion and will report on a topic, speak clearly. After examining the short stories or novel, students will write	**EXPLICIT STANDARDS** 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. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. 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). 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). RL.4.5 Explain major differences between poems, drama, and prose,	**Reading:** **Key Ideas and Details** **R.CCR.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **R.CCR.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **R.CCR.3** Analyze how and why	**myOER:** Savvy Story Structure Rabbit Tales Lesson examples above address at least one (or more) of the Common Core State Standards included in this Instructional Focus. To find more lessons for this instructional focus, please use the **Advanced Search** and type the keyword – **E4IF1.**

narratives following the writing process (see W.4.3). In their narratives, the foci will be introduction, transition words, and conclusion. See the L standards as grammar is a major focus. With guidance, the students will participate in the writing process. The RF's, Reading Foundation standards, help teachers know what skills are important components in an effective, comprehensive reading program. Teachers will assess all students to determine what RF standards need to be taught to each student. Students who need additional support will be provided explicit instruction on the RF standards grades K-5. Students who have already mastered RF standards, will not need explicit instruction, but may still be assessed. **Possible Focus Title:** *Literary Elements (character, setting, and events)*	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. 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. RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. W.4.3 Write narratives to develop real or imagined experiences or events using effective techniques, 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. b. Use dialogue and description to develop experiences and events to show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including	individuals, events, and ideas develop and interact over the course of a text. **Writing** **Text Types and Purposes** **W.CCR.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Production and Distribution of Writing** **W.CCR.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.CCR.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **Speaking and Listening** **Comprehension and Collaboration** **SL.CCR.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	

| | | grade 4 on pages 28 and 29.)
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when | **Language**

Conventions of Standard English

L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.CCR.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | |

		appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)		
		L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
		a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).		
		b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.		
		c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.		
		d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).		
		e. Form and use prepositional phrases.		
		f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*		
		g. Correctly use frequently confused words (e.g., to, too, two; there, their).*		
		L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
		a. Use correct capitalization.		
		b. Use commas and quotation marks to mark direct speech and quotations from a text.		
		c. Use a comma before a coordinating conjunction in a compound sentence.		
		d. Spell grade-appropriate words correctly, consulting references as needed.		
		L.4.3 a-b Use knowledge of language		

		and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* L.4.4a 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. L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences,		

| | | syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **IMPLICIT STANDARDS** | | |