

4th Grade English Language Arts BLUEPRINT—IF2

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

Explicit Standards= explicitly addressed skills *assessed* for mastery during this specific instructional focus

Implicit Standards= underlying skills that students need to have in order to be successful with the explicit standards

“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 2 (E4IF2) | CCSS English Language Arts Content | Anchor Standards Specific to this Focus | Content |
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| 6 weeks | <p>In this instructional focus, students will read various types of informational text. The text can be from other areas of study. Students will learn to identify main idea, draw inferences, paraphrase, and summarize text. At all times, students will support their findings with details from the text. Students will also write various types of informational text following the writing process with a focus on the organization (including charts, graphs, etc.). They will continue to work on understanding meanings of words, including using synonyms and antonyms.</p> <p>With guidance, the students will participate in the writing process as well as use technology. See the L standards as the conventions are major foci throughout grade 4. 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</p> | <p>EXPLICIT STANDARDS</p> <p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area.</p> <p>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.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive</p> | <p>Reading:</p> <p>Key Ideas and Details</p> <p>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.</p> <p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Craft and Structure</p> | <p>myOER:</p> <p>Trail of Tears and the forced relocation of the Cherokee Nation</p> <p>Underground Railroad</p> <p>Propaganda: Do you buy it?</p> <p>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</p> |

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| | <p>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.</p> <p><u>Possible Focus Title: Informational Text Comprehension</u></p> | <p>elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • 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. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. <p>W.4.4 Produce clear and coherent writing in which the development and</p> | <p><u>R.CCR.4</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><u>R.CCR.5</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p><u>R.CCR.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><u>R.CCR.8</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><u>R.CCR.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p> | <p>type the keyword – E4IF2.</p> <p><u>Teacher Ideas/Links:</u></p> |
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| | | <p>organization are appropriate to task, purpose, and audience.</p> <p>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 grade 4 on pages 28 and 29.)</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources, take notes, and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”).</p> <p>Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>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</p> | <p><u>Writing</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W.CCR.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Production and Distribution of Writing</u></p> <p><u>W.CCR.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>W.CCR.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>W.CCR.6</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><u>Research to Build and Present Knowledge</u></p> <p><u>W.CCR.8</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding</p> | |
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| | | <p>or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>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 appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p> <p>L.4.1 f-g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>L.4.2a,d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> | <p>plagiarism.</p> <p><u>W.CCR.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Range of Writing</u></p> <p><u>W.CCR.10</u> 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 tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u></p> <p><u>Comprehension and Collaboration</u></p> <p><u>SL.CCR.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p><u>SL.CCR.4</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><u>SL.CCR.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of</p> | |
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| | | <p>L.4.3 a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>L.4.4a, c 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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> | <p>formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p><u>Conventions of Standard English</u></p> <p><u>L.CCR.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>L.CCR.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Knowledge of Language</u></p> <p><u>L.CCR.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><u>Vocabulary Acquisition and Use</u></p> <p><u>L.CCR.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><u>Vocabulary Acquisition and</u></p> | |
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| | | <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>IMPLICIT STANDARDS</p> | <p>Use</p> <p><u>L.CCR.5</u> Demonstrate understanding of word relationships and nuances in word meanings.</p> | |
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