

4th Grade English Language Arts BLUEPRINT—IF6

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 6 (E4IF6)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
5 weeks	In this instructional focus, students will read both informational and literary text with a focus on comparing and contrasting point-of-view and perspective. In literary text, this comparing and contrasting will include the difference between 1st- and 3rd- person (see RI.4.3 and RI.4.5). In informational text, it will be between firsthand and secondhand accounts. Students will conduct short research projects in which they will form an opinion. Students will continue their writing focus on opinion pieces from this IF. Students provide reasons, supported by facts and details that strongly support their opinion, also having students identify these in speakers' presentations. Word choice will also be considered when conveying their opinions and reasons. 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	<p>EXPLICIT STANDARDS</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or</p>	<p>Reading:</p> <p>Key Ideas and Details</p> <p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>R.CCR.5 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>myOER:</p> <p>Writing stories with Person-ality</p> <p>Five Themes of Me</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 type the keyword – E4IF6.</p> <p>Teacher Ideas/Links:</p>

	<p>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.</p> <p><u>Possible Focus Title: <i>Point of View vs. Perspective in Literature and Informational Text</i></u></p>	<p>information in a text or part of a text. <u>RI.4.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <u>RI.4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <u>W.4.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (ex. for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. <u>W.4.5</u> 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.) <u>W.4.6</u> 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. <u>W.4.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <u>W.4.9</u> Draw evidence from literary or informational texts to support analysis,</p>	<p><u>R.CCR.6</u> Assess how point of view or purpose shapes the content and style of a text.</p> <p><u>Integration of Knowledge and Ideas</u></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>Range of Reading and Level of Text Complexity</u></p> <p><u>R.CCR.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W.CCR.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>Production and Distribution of Writing</u></p> <p><u>W.CCR.5</u> Develop and strengthen writing as needed by</p>	
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		<p>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 or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</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.4.2 a,d Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>	<p>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.7</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</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.3</u> Evaluate a speaker’s point of view, reasoning, and</p>	
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		<p>spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><u>L.4.3</u> 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><u>L.4.4 a.c</u> 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>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</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><u>L.4.5 a</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><u>L.4.6</u> 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,</p>	<p>use of evidence and rhetoric.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p><u>SL.CCR.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of 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</p>	
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		<p>stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). <u>RF.4.4</u> 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.</p> <p>IMPLICIT STANDARDS</p>	<p>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>L.CCR.5</u> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><u>L.CCR.6</u> 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.</p>	
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