

4th Grade English Language Arts BLUEPRINT—IF7

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 7 (E4IF7)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
5 weeks	In this instructional focus, students will read several stories, myths, and examples of traditional literature from different cultures. Students will learn to compare and contrast similar themes, topics, and patterns in these texts (including illustrations, charts, graphs, etc.). After examining the examples of stories, myths, and traditional literature, students will conduct a short research project. The foci of the research will be to use technology to investigate a topic, recall and gather relevant information, take notes on the topic, compare/contrast, and be able to provide a list of sources (see RI.4.8) . Students will create audio recordings of their research. 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>EXPLICIT STANDARDS</p> <p>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).</p> <p>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.</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.4.7 Make connections between the text of a story or drama and a visual or</p>	<p>Reading:</p> <p>Craft and Structure</p> <p>R.CCR.4 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>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>Unique Creatures with Great Features</p> <p>Helen Who?</p> <p>Animal Studies</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 –</p>

	<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: <i>Connections Between Texts</i></u></p>	<p>oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RL.4.9 Compare and contrast 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.</p> <p>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.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</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.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</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.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.9</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</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>E4IF7.</p> <p><u>Teacher Ideas/Links:</u></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> 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><u>Comprehension and Collaboration</u></p> <p><u>SL.CCR.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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</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>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>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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