Preface

3-5 Integrated Literacy Block

Standards (organized by clusters)

Question Stems
According to the K-12 Reading Plan, elementary schools must offer daily instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. Organization of the instructional blocks below should be based on classroom needs.

**90 Minute Uninterrupted Literacy Instruction**

*Language Arts Florida Standards (LAFS) Strands:*
  - Reading Standards for Literature,
  - Reading Standards for Informational Text, Writing Standards, Speaking & Listening

**Whole & Collaborative Group**
*(Includes Content Area Literacy)*
Explicit instruction in reading, writing, speaking and listening
*(District Created ELA Modules)*

**Small Group**
Differentiated instruction that addresses student needs and allows for frequent progress monitoring to measure student growth

**Writing**
30 Minutes
Explicit instruction in narrative, informative and opinion writing

**Intervention/Enrichment**
30 Minutes
Targeted instruction based on student needs *(in addition to 90-minute block)*
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<th>Strands/Clusters</th>
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| **Strand:** Reading Literary Text: **Cluster:** Key Ideas and Details | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Students will:**  
• provide references to details and/or examples in a text when explaining what the text says explicitly.  
• provide references to details and/or examples in a text when explaining inferences drawn from the text. **Academic Language:** details, explicitly, drawing inferences. | **LAFS.4.RL.1.1** |
|                  | Determine a theme of a story, drama, or poem from details in the text; summarize the text. **Students will:**  
• provide a statement of a theme of a text.  
• provide a summary of the text. **Academic Language:** theme, drama, lesson, moral, key details, text, summarize, analyze details | **LAFS.4.RL.1.2** |
|                  | 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). **Students will:**  
• provide an in-depth description of a character in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  
• provide an in-depth description of a setting in a story or drama, drawing on specific details in the text.  
• provide an in-depth description of an event in a story or drama, drawing on specific details in the text. **Academic Language:** characters, actions, setting, event, drama, thoughts | **LAFS.4.RL.1.3** |
### Language Arts Florida Standards for Fourth Grade

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<th>Strands/Clusters</th>
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</table>
| **Strand:** Reading Informational Text | **Cluster:** Key Ideas and Details | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Students will:**
- provide references to details and/or examples in a text when explaining what **the text says explicitly**.
- provide references to details and/or examples in a text when explaining **inferences drawn from the text**.  
**Academic Language:** details, drawing inferences, references | LAFS.4.RI.1.1 |
| **Strand:** Reading Informational Text | **Cluster:** Key Ideas and Details | Determine the main idea of a text and explain how it is supported by key details; summarize the text. **Students will:**
- provide a statement of the main idea of a text.
- provide an explanation of how the main idea is supported by key details.
- provide a summary of the text.  
**Academic Language:** main idea, key details, explanation, summarize | LAFS.4.RI.1.2 |
| **Strand:** Reading Informational Text | **Cluster:** Key Ideas and Details | 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. **Students will:**
- provide an explanation of **events** in a historical, scientific or technical text, including what happened and why, based on specific information in the text. 
- provide an explanation of **procedures** in a historical, scientific or technical text, including what happened and why, based on specific information in the text. 
- provide an explanation of **ideas or concepts** in a historical, scientific or technical text, including what happened and why, based on specific information in the text.  
**Academic Language:** events, procedures, ideas, concepts, historical, scientific, technical text, explanation | LAFS.4.RI.1.3 |
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<tr>
<td><strong>Strand:</strong> Reading Literary Text</td>
<td><strong>Cluster:</strong> Craft and Structure</td>
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| **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., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**  
**Students will:**  
- demonstrate the ability to 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).  
**Academic Language:** mythology, drama, characters, settings, descriptions, dialogue, stage directions, determine | LAFS.4.RL.2.4     |
| **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.**  
**Students will:**  
- provide an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text.  
**Academic Language:** explain, verse, rhythm, meter, character, setting, dialogue, stage directions, poem, drama, prose, structural elements | LAFS.4.RL.2.5     |
| **Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**  
**Students will:**  
- provide a comparison and contrast of the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  
**Academic Language:** compare, contrast, point of view, narrator, first-person, third-person | LAFS.4.RL.2.6     |
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| **Strand:** Reading Informational Text  
**Cluster:** Craft and Structure | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  
**Students will:**  
- demonstrate the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area.  
**Academic Language:** context clues, root words, affixes, resources, glossary, footnote, dictionary | LAFS.4.RI.2.4 |
| **Strand:** Reading Informational Text  
**Cluster:** Craft and Structure | 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.  
**Students will:**  
- provide a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text.  
**Academic Language:** overall structure, chronology, comparison, cause/effect, problem/solution, events, ideas, concepts | LAFS.4.RI.2.5 |
| **Strand:** Reading Informational Text  
**Cluster:** Craft and Structure | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  
**Students will:**  
- provide a comparison and contrast of a first hand and secondhand account of the same event or topic.  
- provide a description of the differences in focus and the information presented.  
**Academic Language:** compare, contrast, firsthand account, secondhand account, event, topic, focus | LAFS.4.RI.2.6 |
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| **Strand:** Reading Literary Text | **Cluster:** Integration of Knowledge and Ideas | **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.** Students will:  
- provide a connection 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/or directions in the text.  
**Academic Language:** visual presentation, oral presentation | LAFS.4.RL.3.7 |
| **Strand:** Reading Informational Text | **Cluster:** Integration of Knowledge and Ideas | **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.** Students will:  
- provide an interpretation of information presented **visually** (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages).  
- provide an interpretation of information presented **orally** (e.g., animations or interactive elements on web pages).  
- provide an interpretation of information presented **quantitatively** (e.g., in charts, graphs, diagrams, or interactive elements on web pages).  
- provide an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears.  
**Academic Language:** visual information, charts, graphs, diagrams, time lines, animations, interactive elements, media clips, format | LAFS.4.RI.3.7 |
| **Strand:** Reading Informational Text | **Cluster:** Integration of Knowledge and Ideas | **Explain how an author uses reasons and evidence to support particular points in a text.** Students will:  
- provide an explanation of how an author uses **reasons** to support particular points in a text.  
- provide an explanation of how an author uses **evidence** to support particular points in a text.  
**Academic Language:** reasons, evidence | LAFS.4.RI.3.8 |
| **Strand:** Reading Informational Text | **Cluster:** Integration of Knowledge and Ideas | **Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.** Students will:  
- provide a statement that integrates information from two texts on the same topic.  
**Academic Language:** integrate, topic | LAFS.4.RI.3.9 |
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| **Strand:** Reading **Literary Text**  
**Cluster:** Range of Reading and Level of Text Complexity | 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.  
*Students will:*
- demonstrate mastery of reading comprehension on applicable summative assessments.  
*Academic Language:* independently, proficiently, closely read, comprehension | LAFS.4.RL.4.10 |
| **Strand:** Reading **Informational Text**  
**Cluster:** Range of Reading and Level of Text Complexity | By the end of the year, read and comprehend informational text, 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.  
*Students will:*
- demonstrate mastery of reading comprehension on applicable summative assessments.  
*Academic Language:* independently, proficiently, closely read, comprehension | LAFS.4.RI.4.10 |
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| **Strand: Speaking and Listening** | **Cluster: Comprehension and Collaboration** 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.  
**Students will:**  
   • demonstrate ability to effectively engage in a range of collaborative discussions on grade 4 topics and texts, building on others’ ideas and expressing own ideas clearly.  
   • demonstrate readiness for discussions by drawing on the required reading and other information known about the topic to explore ideas under discussion.  
   • demonstrate ability to follow agreed-upon rules for discussions.  
   • demonstrate ability to carry out assigned roles.  
   • demonstrate ability to pose and respond to specific questions to clarify or follow up on information.  
   • demonstrate ability to make comments that contribute to the discussion and/or link to the remarks of others.  
   • determine key ideas expressed and explains own ideas and understanding in light of the discussion.  
**Academic Language:** collaborative discussions, diverse partners, expressing | LAFS.4.SL.1  
LAFS.4.SL.1.a  
LAFS.4.SL.1.b  
LAFS.4.SL.1.c  
LAFS.4.SL.1.d |
|                  | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**Students will:**  
   • demonstrate ability to paraphrase information read aloud.  
   • demonstrate ability to paraphrase information presented in diverse media and formats.  
**Academic Language:** paraphrase, diverse media, formats, visually, supporting details | LAFS.4.SL.1.2 |
|                  | Identify the reasons and evidence a speaker provides to support particular points.  
**Students will:**  
   • determine reasons and evidence speaker provides to support particular points.  
**Academic Language:** identify points, reason, evidence | LAFS.4.SL.1.3 |
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| **Strand:** Speaking and Listening  
**Cluster:** Presentation of Knowledge and Ideas | 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.  
**Students will:**  
- demonstrate ability to report on a topic or text, tell a story, or recount an experience in an organized manner.  
- demonstrate ability to use appropriate facts and relevant, descriptive details to support main ideas.  
- demonstrate ability to use appropriate facts and relevant, descriptive details to support themes.  
- demonstrate ability to speak clearly at understandable pace.  
**Academic Language:** report on a topic, recount an experience, relevant, descriptive details, main idea, theme, pace | LAFS.4.SL.2.4 |
|  | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  
**Students will:**  
- provide audio recordings in presentations when appropriate to enhance development of main ideas or themes.  
- provide visual displays in presentations when appropriate to enhance development of main ideas or themes.  
**Academic Language:** audio recordings, visual displays, main idea, theme | LAFS.4.SL.2.5 |
|  | 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 and 3 on page 28 for specific expectations.)  
**Students will:**  
- determine when formal English is appropriate to task and situation by choosing to use formal English.  
- determine when informal discourse is appropriate to task and situation by choosing to use informal English.  
**Academic Language:** formal (presenting ideas), informal (discussions) | LAFS.4.SL.2.6 |
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<td>Strand: Language</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>LAFS.4.L.1.1</td>
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<tr>
<td>Cluster: Conventions of Standard English</td>
<td>a. Demonstrate legible cursive writing skills.</td>
<td>LAFS.4.L.1.1a</td>
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<td>b. Use relative pronouns (<em>who, whose, whom, which, that</em>) and relative adverbs (<em>where, when, why</em>).</td>
<td>LAFS.4.L.1.1b</td>
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<td>c. Form and use the progressive (e.g., <em>I was walking; I am walking; I will be walking</em>) verb tenses.</td>
<td>LAFS.4.L.1.1c</td>
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<td>d. Use modal auxiliaries (e.g., <em>can, may, must</em>) to convey various conditions.</td>
<td>LAFS.4.L.1.1d</td>
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<td>e. Order adjectives within sentences according to conventional patterns (e.g., <em>a small red bag rather than a red small bag</em>).</td>
<td>LAFS.4.L.1.1e</td>
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<td>f. Form and use prepositional phrases.</td>
<td>LAFS.4.L.1.1f</td>
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<td>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</td>
<td>LAFS.4.L.1.1f</td>
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<td>h. Correctly use frequently confused words (e.g., <em>to, too, two; there, their</em>).</td>
<td>LAFS.4.L.1.1g</td>
</tr>
<tr>
<td>Academic Language: legible, conventions, grammar, relative pronouns, relative adverb, progressive verb tenses, adjectives, prepositional phrases, fragments, run-on sentences</td>
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<tr>
<td>Strand: Language</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>LAFS.4.L.1.2</td>
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<td>a. Use correct capitalization.</td>
<td>LAFS.4.L.1.2a</td>
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<td>b. Use commas and quotation marks to mark direct speech and quotations from a text.</td>
<td>LAFS.4.L.1.2b</td>
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<td>c. Use a comma before a coordinating conjunction in a compound sentence.</td>
<td>LAFS.4.L.1.2c</td>
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<td>d. Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>LAFS.4.L.1.2d</td>
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<tr>
<td>Academic Language: conventions, coordinating conjunction, compound sentence, dialogue, speaker tag, quotation marks</td>
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<tr>
<td>Strand: Language</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>LAFS.4.L.2.3</td>
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<td>a. Choose words and phrases to convey ideas precisely.</td>
<td>LAFS.4.L.2.3a</td>
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<td>b. Choose punctuation for effect.</td>
<td>LAFS.4.L.2.3b</td>
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<td>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
<td>LAFS.4.L.2.3c</td>
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<td>Academic Language: punctuation, formal, informal</td>
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| **Strand:** Language | **Cluster:** Vocabulary Acquisition  
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.  
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  
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.  
**Students will:**  
• demonstrate the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text).  
**Academic Language:** multiple-meaning words and phrases, clarify, context clues, affixes, roots, reference materials, glossary, thesaurus. | LAFS.4.L.3.4  
LAFS.4.L.3.4a  
LAFS.4.L.3.4b  
LAFS.4.L.3.4c |
|                  | 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).  
**Students will:**  
• demonstrate the ability to determine meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  
• demonstrate the ability to explain the meaning of common idioms, adages, and proverbs.  
• demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  
**Academic Language:** figurative language, similes, metaphors, antonyms, synonyms, idioms, adages, proverbs. | LAFS.4.L.3.5  
LAFS.4.L.3.5a  
LAFS.4.L.3.5b  
LAFS.4.L.3.5c |
|                  | Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).  
**Students will:**  
• provide a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered).  
**Academic Language:** acquire, accurately, precise actions, emotions, states of being. | LAFS.4.L.3.6 |
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<td>Strand: Writing</td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td>LAFS.4.W.1.1</td>
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<tr>
<td>Cluster: Text Types and Purposes</td>
<td>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.</td>
<td>LAFS.4.W.1.1a</td>
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<td>b. Provide reasons that are supported by facts and details.</td>
<td>LAFS.4.W.1.1b</td>
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<td>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</td>
<td>LAFS.4.W.1.1c</td>
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<td>d. Provide a concluding statement or section related to the opinion presented.</td>
<td>LAFS.4.W.1.1d</td>
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**Students will:**

**Written Expression:**

**Development of Ideas**
- address the prompt and provide effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.

**Organization**
- demonstrate effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.

**Clarity of Language**
- use language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain specific vocabulary effectively to clarify ideas.

**Knowledge of Language and Conventions**
- demonstrate command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.

**Academic Language:** opinion, point of view, organizational structure, linking words and phrases, transitions, concluding statement or section
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| 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.  
**b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
**c.** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).  
**d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.  
**e.** Provide a concluding statement or section related to the information or explanation presented. | LAFS.4.W.1.2  
LAFS.4.W.1.2a  
LAFS.4.W.1.2b  
LAFS.4.W.1.2c  
LAFS.4.W.1.2d  
LAFS.4.W.1.2e |

**Students will:**  
**Written Expression:**  
**Development of Ideas**  
• address the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.  
**Organization**  
• demonstrate effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.  
**Clarity of Language**  
• use language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain specific vocabulary effectively to clarify ideas.  
**Knowledge of Language and Conventions**  
• demonstrate command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.  

**Academic Language:** informative, explanatory, illustrations, linking words and phrases, transitions, concluding statement or section
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| **Strand:** Writing  
**Cluster:** Text Types and Purposes | 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.  
  b. Use dialogue and description to develop experiences and events or 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.  
  Students will:  
  **Written Expression:**  
  Development of Ideas  
  • address the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.  
  **Organization**  
  • demonstrate effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.  
  **Clarity of Language**  
  • use language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain specific vocabulary effectively to clarify ideas.  
  **Knowledge of Language and Conventions**  
  • demonstrate command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.  
  **Academic Language:** narrative, narrator, real or imagined experiences, descriptive details, clear event sequences, transitional words and phrases, plot, rising action, climax, falling action, resolution, conclusion, sensory detail | LAFS.4.W.1.3  
LAFS.4.W.1.3a  
LAFS.4.W.1.3b  
LAFS.4.W.1.3c  
LAFS.4.W.1.3d  
LAFS.4.W.1.3e |
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
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<tbody>
<tr>
<td>Strand: Writing</td>
<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Students will:</td>
<td>LAFS.4.W.2.4</td>
</tr>
<tr>
<td>Cluster: Production and Distribution</td>
<td>• identify the writing style (e.g., argument, informative/explanatory, narrative) that best fits their task, purpose, and audience. • use organizational/formatting structures (graphic organizers) to develop their writing ideas. • compose a clear and logical piece of writing that demonstrates their understanding of a specific writing style. Academic Language: task, purpose, audience, graphic organizer</td>
<td></td>
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<td></td>
<td>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Academic Language: planning, revising, editing, prewriting strategies, revision strategies</td>
<td>LAFS.4.W.2.5</td>
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<td>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. Academic Language: compose, produce, edit, publish, keyboarding skills, credible websites</td>
<td>LAFS.4.W.2.6</td>
</tr>
<tr>
<td>Strand: Writing</td>
<td>Conduct short research projects that build knowledge through investigation of different aspects of a topic. Students will:</td>
<td>LAFS.4.W.3.7</td>
</tr>
<tr>
<td>Cluster: Build Knowledge</td>
<td>• define research and explain how research is different from other types of writing. • focus their research around a question/topic that is provided or determine their own research worthy question (e.g., Why do birds migrate?). • gather a variety of information about their research topic. Academic Language: research, investigation</td>
<td></td>
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<td></td>
<td>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. Academic Language: relevant, print sources, digital sources, categorize, sources</td>
<td>LAFS.4.W.3.8</td>
</tr>
<tr>
<td></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., &quot;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].&quot;). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). Academic Language: analysis, reflection, research, compose</td>
<td>LAFS.4.W.3.9a LAFS.4.W.3.9b</td>
</tr>
<tr>
<td>Strand: Writing</td>
<td>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. Academic Language: research, reflection, revision, tasks, purposes, audiences</td>
<td>LAFS.4.W.4.10</td>
</tr>
<tr>
<td>Strands/Clusters</td>
<td>Standards/Learning Targets/Academic Language</td>
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</table>
| **Strand:** Reading Foundational Skills  | 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 multisyllabic words in context and out of context.  
  **Academic Language:** word analysis skills, decoding, letter-sound correspondence, syllabication patterns, morphology, affixes, prefix, suffix, multisyllabic words, root words, syllables, consonant blends, vowel patterns, compound words | LAFS.4.RF.3.3  
LAFS.4.RF.3.3a |
| **Cluster:** Phonics and Word Recognition  | Read with sufficient accuracy and fluency to support comprehension.  
  a. Read grade-level text with purpose and understanding.  
  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
  **Academic Language:** accuracy, fluency, rate, expression, self-correct | LAFS.4.RF.4  
LAFS.4.RF.4a  
LAFS.4.RF.4b  
LAFS.4.RF.4c |
<table>
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<tr>
<th>LAFS.4.RL.1.1 Ask and answer questions</th>
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<tbody>
<tr>
<td>• Can you explain why _________ happened? What details support your explanation?</td>
<td>• Can you explain why ____happened? What details support your explanation?</td>
</tr>
<tr>
<td>• Select the sentence that shows that the main character _________.</td>
<td>• Part A: Select the sentence that describes why _________.</td>
</tr>
<tr>
<td>• Select the sentence that shows that the main character feels _________.</td>
<td>• Part B: Select the sentence from the article that explains what influenced this decision.</td>
</tr>
<tr>
<td>• Read these sentences from the passage.</td>
<td>• Part A: What inference can you make about the character/events?</td>
</tr>
<tr>
<td>(Excerpted Text)</td>
<td>Part B: What evidence would you need to support the inference in Part A.</td>
</tr>
<tr>
<td>Part A: How does the main character feel about ________?</td>
<td>LAFS.4.RL.1.2 Theme, Summarize</td>
</tr>
<tr>
<td>Part B: Which sentence supports the idea that the main character feels this way?</td>
<td>• What is the theme of the story?</td>
</tr>
<tr>
<td>• Part A: What does the passage suggest about telling the truth?</td>
<td>• What</td>
</tr>
<tr>
<td>Part B: Which detail gives support for your answer?</td>
<td>• Which statement correctly summarizes the passage?</td>
</tr>
<tr>
<td>LAFS.4.RL.1.3 Characters, Setting, Events</td>
<td>LAFS.4.RL.1.2 Main idea, Key details</td>
</tr>
<tr>
<td>• Describe the main characters. What details from the story support your description of the characters?</td>
<td>• What is the text about?</td>
</tr>
<tr>
<td>• Describe the setting. What details did the author provide to help you determine the setting?</td>
<td>• Which of the following is the main idea of the first article?</td>
</tr>
<tr>
<td>• How does the dialogue help you understand the characters and their actions?</td>
<td>• After reading the text, which details support the main ideas?</td>
</tr>
<tr>
<td>• Describe the major events from your story. What were some key details that the author used when describing the events?</td>
<td>• Select the sentence that summarizes the article.</td>
</tr>
<tr>
<td></td>
<td>• Part A: Select the statement that is the main idea of the article.</td>
</tr>
<tr>
<td></td>
<td>• Part B: Select the sentence from the article that supports your answer.</td>
</tr>
</tbody>
</table>
### LAFS Task Card for Grade 4 (cont.)

#### LAFS.4.RL.2.4 Determine the meanings of words and phrases
- Read the following sentence.
  
  What does the author tell about the main character with this sentence?
  
  - Select the sentence that shows the correct meaning of the phrase _________.
  
  - How is the author comparing _____ to _____?
  
  - Read the sentence from the passage.
  
  Copy sentence that has figurative language.
  
  What characteristic applies to _______ and _______?

  - Read these sentences from the story.

  (Excerpted text)
  
  Part A:
  What does the word _______ mean?
  
  Part B:
  How does the word _______ show the main character’s feelings toward ________?

#### LAFS.4.RL.2.5 Structural elements of a story, drama, or poem
- What is the difference in the way the authors show the main character’s feelings?
  
  - Both authors use their writing to tell the reader about the main character’s feelings.

  **Part A:**
  What is the difference in the way the authors show the main character’s feelings?

  **Part B:**
  Select a sentence from each passage that shows this difference.

#### LAFS.4.RL.2.6 Compare and contrast point of view (first person and third person narrations)
- Who is telling these events?
  
  - Is the narrator part of the story? Is the story being told in first person?
  
  - What is a narrator’s perspective? Are they in the story or is the story being told by an outside observer?
  
  - What is the difference between first person point of view and third person point of view?
  
  - How can you tell if a story is in first person? Third person?
  
  - How would the story be different if another character was telling the story?

#### LAFS.4.RL.2.4 General academic and domain-specific words and phrases
- What does the phrase ____________ mean as it is used in the article?
  
  - What does the word ______ mean as it is used in the article?
  
  - Select the word or phrase from the paragraph that helps the reader understand the meaning of the word_____?
  
  - What does the phrase suggest about the ________?
  
  - How is the author comparing _____ to _____?
  
  - Read the sentence from the passage.
  
  Copy sentence that has figurative language.
  
  What characteristic applies to _______ and _______?

  - Read the sentence form the text.

  " (Excerpted text)"

  **Part A:**
  What does the phrase ______ mean?

  **Part B:**
  Select phrases from the text that reveal the meaning of _______.

#### LAFS.4.RI.2.5 Describe overall text structure
- Which of the following best describes the structure of the article?
  
  - Is this chapter or part of the book organized chronologically, by cause and effect, or problem-solution?
  
  - Can you find a section that is organized in a different way?

  **Part A:**
  Select the phrase that best describes the structure of the article.

  **Part B:**
  Select the components of the article that best show this structure.

#### LAFS.4.RI.2.6 Compare and contrast firsthand and secondhand account
- What is the difference between a firsthand and a secondhand account?
  
  - Why do you think the authors describe or tell about the events or topics differently?
  
  - What additional information would the reader gain if Article A were written as a firsthand account like article B?
  
  - Which of the following is information that we learn both through the secondhand account of Article A and the firsthand account of Article B?
  
  - What information does the reader learn from Article A that is not included in Article B?
  
  - How does the point of view impact what the reader learns about the ______ in each text?
  
  - Explain the similarities and differences between _______. Cite evidence from both texts to support your answer.
<table>
<thead>
<tr>
<th>LAFS Task Card for Grade 4 (cont.)</th>
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</tr>
</thead>
</table>
| **LAFS.4.RL.3.7 Make connections between stories, dramas, and visual or oral presentations**  
- How does the visual representation of this text compare to the written version?  
- What details from this visual are the same as the written version?  
- How is the spoken version of this story the same as the written version? What is different about it?  
- Read the following excerpt from the script of the presentation. (Excerpted text)  
  **Part A:**  
  How do the stage directions give more information about the two characters than the passage provides?  
  **Part B:**  
  Select a phrase from the script that shows this. | **LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively**  
- Using information from the article and the diagram, which _____ is used to _____?  
- Explain what information the reader can gain from the text feature that is not discussed in the article.  
- Select the images to show the connection between a text and a visual presentation of the text.  
- What information is being given through this oral presentation, or speech?  
- What type of information can you learn from looking at this data? |
| **LAFS.4.RR.3.8 Explanation of an author’s points in a text**  
- Based on evidence from the text, explain how the author uses reasons or evidence to support key points in the text.  
- What evidence does the author use to support the idea that …?  
- How does the author support the idea that …?  
- What evidence could the author have added to make the points stronger?  
  **Part A:**  
  Select a claim that the author makes in the article.  
  **Part B:**  
  Select a sentence from the article that supports the claim.  
- What evidence does the author use to support the ideas that_______ should _______? | **N/A** |
| **LAFS.4.RL.3.9 Compare and contrast similar themes, topics and patterns of events in stories, myths, and traditional literature from different cultures**  
- Both passages are about characters experiencing a difficult situation. How does the author use the events to illustrate how the characters feel?  
- How are _____ and _____ alike? Different?  
- How do the ideas in _____ compare to the ideas in ____?  
- What are some characteristics found in myths? Traditional literature?  
  **Part A:**  
  What theme do the two passages have in common?  
  **Part B:**  
  How do the authors use the events in each passage to illustrate this theme? | **LAFS.4.RI.3.9 Integrate information from two texts on the same topic to write/speak about the subject knowledgably**  
- What did you learn from this piece of text about______?  
- Were there important detail in this text that were not in the other?  
- Using information from both articles, select two ways that the two authors present their information similarly.  
  **Part A:**  
  Select a detail in Article B that helps explain ______ in Article A.  
  **Part B:**  
  Based on the information in Article A, _____ would be a good addition to _____.  
  **Part A:**  
  Select a sentence from Article A that supports the claim.  
  **Part B:**  
  Select a sentence from Article B that shows why this addition would be beneficial. |