**4th Grade Anchor Standards in Reading**

**with Test Specifications**

**2010 MN English Language Arts Standards**

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| **GENERAL CATEGORY** | **ANCHOR STANDARDS** | **Standard Specifications** |
| **Key Ideas & Details**  30-60%  of items  **Key Ideas & Details**  30-60%  of items | 1. Read closely to determine what the text says explicitly & to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | * *Textual evidence* may be explicitly stated or implied. * Students may be required to *cite specific textual evidence* literally or to identify such evidence generally. * Items include, but are not limited to, making inferences, generalizations, & predictions; drawing conclusions; recognizing cause/effect relationships; comparing & contrasting; identifying relevant details; distinguishing between fact & opinion. * Writing & speaking will be assessed at the classroom level only. |
| 1. Determine central ideas or themes of a text & analyze their development; summarize the key supporting details & ideas. | * Items may encompass either parts of a text (e.g., determine the central or main idea of one or more paragraphs, a section, a verse, etc.) or an entire text. * Items may assess *central idea, theme, central message*  or *main idea.* Any of these terms may be used when referencing an entire text or an extended section of a text. * Items may also assess identification of *topic* &/or *subject.* * Items may use the term *author’s message* when assessing the central or main idea the author intended to convey to the reading audience. (Items may also use this term in conjunction with &/or when assessing *author’s point of view.* See Standard 6). * Key *supporting details* are considered relevant, or specific, details. * Items may require summarizing or paraphrasing. * Items may require distinguishing fact from opinion. * Item may require recognizing similarities & differences in ideas or themes. |
| 1. Analyze how & why individuals, events, & ideas develop & interact over the course of a text. | * For the purpose of assessment, in addition to their literal meaning, the terms *events* & *ideas* may include a consideration of literary elements & concepts—how they develop, interact, &/or shape a character (or an individual) or plot (or someone’s story) over the course of a text. * For the purpose of assessment, the term *individuals* may include inanimate or nonhuman subjects (characteristics, relationships, etc.). |
| **Craft & Structure**  20-45%  of items  **Craft & Structure**  20-45%  of items  **Craft & Structure**  20-45%  of items | 1. Interpret words & phrases as they are used in a text, including determining technical, connotative, & figurative meanings, & analyze how specific word choices shape meaning or tone. | * Literary application of *tone*—the author’s attitude towards her/his subject—will not be assessed at grade 4. * Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. *Context* *may appear in close proximity to the word or phrase in question—i.e., in the same sentence, paragraph, or surrounding paragraphs—or it may be represented cumulatively throughout the text.* * Use common, grade-appropriate Greek & Latin affixes & roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). * Consult reference materials (e..g, dictionary, glossary, or thesaurus entries), both print & digital, to determine or clarify the precise meaning of key words & phrases. * Explain the meaning of simple similes & metaphors (e.g., *as pretty as a picture*) in context. * Recognize & explain the meaning of common idioms, adages, & proverbs. * Demonstrate understanding of words by relating them to their opposites (antonyms) & to words with similar but not identical meanings (synonyms). * Accurately use grade-appropriate, general academic & domain-specific words & phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) & that are basic to a particular topic (e.g., *wildlife, conservation, & endangered* when discussing animal preservation). * Items may include, but are not limited to, identification of synonyms, antonyms, multiple-meaning words & phrases, figures of speech/figurative language such as simile, metaphor, & personification. |
| 1. Analyze the structure of texts, including how specific sentences, paragraphs, & larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other & the whole. | * Analysis may require a consideration of a text in its entirety. * Items may compare or contrast components of a single text or components of more than one text (e.g., how one paragraph differs from another in function or purpose). * Items may assess how the structure of the text contributes to the development of theme, setting, plot, topic, concept, &/or idea. * Items may assess recognition of the significance of text features such as photographs, illustrations, examples, captions, headings, graphics, charts, & tables. * Items may assess author’s presentation of sequence of events or sequence of ideas. * Considerations of text structure may also include the devices used to create lines of poetry (e.g., *verse, rhythm, meter, rhyme, syllabication, alliteration, assonance, consonance*). |
| 1. Assess how point of view or purpose shapes the content & style of a text. | * *Point-of-view* items assessed under this standard may include either the method of narration (i.e., *literary point-of-view*) or the author’s perspective (i.e., *author’s point-of-view*). (Literary point-of-view items may also be assessed under benchmark 4.1.3.3) * The terms *point-of-view* & *narration,* solely as they relate to the vantage point from which the author presents action of a story, are interchangeable. * The terms *author’s point-of-view* & *author’s perspective*, solely as they relate to the author’s purpose, may be used. * Items may use the term *author’s message* in conjunction with &/or when assessing *author’s point-of-view* or *author’s perspective.* (Items may also use this term when assessing the central or main idea the author intended to convey to the reading audience. **See Standard 2**). * Author’s choices, as they relate to author’s purpose, include stylistic techniques that shape the author’s message. These choices & techniques are therefore assessed under this standard. Considerations of the author’s style include, but are not limited to, development of voice, word choice, syntax, use different types of language (e.g., literal, figurative, poetic devices), etc. |
| **Integration of Knowledge & Ideas**  5-20%  of items | 1. Integrate & evaluate content presented in diverse media & formats, including visually & quantitatively, as well as in words. \* | * (Assessed at classroom level only.) |
| 1. Delineate & evaluate the argument & specific claims in a text, including the validity of the reasoning as well as the relevance & sufficiency of the evidence. | * *Validity of reasoning* refers to logicality or probability (i.e., whether something makes sense, for example, an article discussing dinosaurs that gives an obviously incorrect historical time-frame for their existence). * *Relevance & sufficiency of evidence* refers to the author’s credibility (i.e., whether her/his claims are supported by appropriate sources, such as, an article on a life-changing experience featuring quotations from an interview with the featured person). |
| 1. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | * (Assessed at classroom level only.) |
| **Range of Reading & Level of Text Complexity** | 1. Read & comprehend complex literary & informational texts independently & proficiently. |  |

**Reading Strand**

**4th Grade with MCA-III/MCA-Modified Test Specs**

**2010 MN English Language Arts**

**MCA-III— items/points— MC & TE—Not Yet Available**

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| **GENERAL CATEGORY** | **BENCHMARK** | |
| **Phonics & Word Recognition** | **Foundational Skills**  **4.3.0.3**  Know & apply grade-level phonics & word analysis skills in decoding words. | 1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology (e.g., roots & affixes) to read accurately unfamiliar multisyllabic words in context & out of context. |
| **Fluency** | **Foundational Skills**  **4.3.0.4**  Read with sufficient accuracy & fluency to support comprehension. | 1. Read grade-level text with purpose & understanding. |
| 1. Read grade-level prose & poetry orally with accuracy, appropriate rate, & expression on successive readings. |
| 1. Use context to confirm or self-correct word recognition & understanding, rereading as necessary. |
| **GENERAL CATEGORY** | **BENCHMARK** | **ITEM SPECIFICATIONS** |
| **Key Ideas & Details**  30-60%  of items  **Key Ideas & Details**  30-60%  of items  **Key Ideas & Details**  30-60%  of items | **Literature & Informational Text**  **4.1.1.1 & 4.2.1.1**  Refer to details & examples in a text when explaining what the text says explicitly & when drawing inferences from the text. |  |
| **Literature**  **4.1.2.2**  Determine a theme of a story, drama, or poem from details in the text; summarize the text. |  |
| **Informational Text**  **4.2.2.2**  Determine the main idea of a text & explain how it is supported by key details; summarize the text. |  |
| **Literature**  **4.1.3.3**  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). | * Items may address characterization in a poem as well as a story or drama. * In addition to *drawing on specific details*, items may require the identification of main ideas or supporting ideas that aid in development of character, setting or events—plot. * Items may address basic &/or complex characterization. * When assessing characterization, items may include evaluation of: * character traits (emotions, motivations, attitudes, intentions) * methods of characterization (behavior/actions, dialogue/speech, thoughts) * characters’ influence or affect on story/plot development (sequence of events, setting—time & place—&/or theme) * comparison/contrast of characters * conflict within, between, &/or among characters * impact of setting on characters * prediction of characters’ likely action in the future * Items may require the identification of main ideas or supporting ideas that aid in development of character, setting, or events—plot. * Items may assess literary elements as stand-alone features (e.g., students may be required to identify the events that comprise the main plot, or students may be required to identify the setting of a story). * Items may assess literary elements in relationship to one another (e.g., students may be required to understand how setting impacts conflict, or how the sequence of events shapes the resolution, etc.). * In the case of first person point-of-view where the narrator is a character in the passage, items may assess literary point-of-view. |
| **Informational**  **4.2.3.3**  Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened & why, based on specific information in the text. | * Items do not exclusively assess historical, scientific, or technical texts. * The term *concepts* refers to big ideas (e.g., perceptions, thoughts, theories, or models). * *Technical text* may refer to, but is not limited to, a how-to text, a list of procedures or directions, etc. * Items include, but are not limited to, understanding sequence of events & their effect on individuals; cause & effect; impact of setting on individuals (e.g., inventors) & process (e.g., the weather’s impact on commercial fishing); & prediction. * Items may include analysis of the motivation of individuals—real people—&/or interpretation of their actions based on events. * In the case of literary nonfiction presented as a narrative, such as a memoir, introduction of real people or characters &/or events & their development may be assessed via plot technique (i.e., *exposition, rising action*, etc.). |
| **Craft & Structure**  20-45% of items  **Craft & Structure**  20-45% of items | **Literature**  **4.1.4.4**  Determine the meaning of words & phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*). | * Items are not limited to meaning of words as they relate to significant characters from mythology: items that address content, words, & terms from mythology are the exception, rather than the rule. |
| **Informational Text**  **4.2.4.4**  Determine the meaning of general academic & domain-specific words & phrases in a text relevant to a *grade 4 topic or subject area.* |  |
| **Literature**  **4.1.5.5**  Explain major differences between poems, drama, & prose, & refer to the structural elements of poems (e.g., verse, rhythm, meter) & drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | * Items may assess distinguishing features of fiction, drama, or poetry. * At a minimum, items may require an explanation of the use of a single structural element within one single text. * Items may require an explanation of similarities as well as differences (i.e., comparisons as well as contrasts) of structural elements. * Writing & speaking will be assessed at the classroom level only. |
| **Informational Text**  **4.2.5.5**  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. | * Items may address author’s method of organization for nonfiction text; problem/solution; cause/effect; compare/contrast; chronological order; classification; description. |
| **Literature**  **4.1.6.6**  Compare & contrast the point of view from which different stories are narrated, including the difference between first- & third-person narrations. | * Items may assess a character’s point-of-view/perspective. |
| **Informational Text**  **4.2.6.6**  Compare & contrast a firsthand & secondhand account, **including those by or about Minnesota American Indians**, of the same event or topic; describe the differences in focus & the information provided. | * May also include references to primary & secondary sources (rather than just firsthand & secondhand accounts). * The terms *author’s point-of-view* & *author’s perspective*, solely as they relate to the author’s purpose, may be used. (In literary nonfiction, the author & the narrator may be—but are not necessarily—one & the same.) |
| **Integration of Knowledge & Ideas**  5-20%  of items  **Integration of Knowledge & Ideas**  5-20%  of items | **Literature**  **4.1.7.7**  Make connections between the text of a story or drama & a visual or oral presentation of the text, identifying where each version reflects specific descriptions & directions in the text. | * (Assessed at classroom level only.) |
| **Informational Text**  **4.2.7.7**  Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) & explain how the information contributes to an understanding of the text in which it appears. |
| **Literature**  **4.1.8.8**  (Not applicable to literature) | * Not applicable to literature. |
| **Informational Text**  **4.2.8.8**  Explain how an author uses reasons & evidence to support particular points in a text. | * Items may assess adequacy, accuracy & appropriateness of author’s evidence & credibility of sources. * Items may assess the identification of author’s use of fact versus opinion or the appropriateness of author’s defense of facts or opinions. * Items may examine cause-&-effect relationships. |
| **Literature**  **4.1.9.9**  Compare & contrast the treatment of similar themes & topics (e.g., opposition of good & evil) & patterns of events (e.g., the quest) in stories, myths, & traditional literature from different cultures, **including American Indians.** | * (Assessed only at classroom level only) |
| **Informational Text**  **4.2.9.9**  Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| **Range of Reading & Level of Text Complexity**  30-60%  of items  **Range of Reading & Level of Text Complexity**  30-60%  of items | **Literature**  **4.1.10.10**  By the end of the year, read & comprehend literature **& other texts** including stories, dramas, & poetry, in the grades 4-5 text complexity band proficiently & **independently with** scaffolding as needed at the high range.   1. **Self-select texts for personal enjoyment, interest, & academic tasks.** |  |
| **Informational Text**  **4.2.10.10**  By the end of the year, read & comprehend informational texts, including history/social studies, science, & technical texts, in the grades 4-5 text complexity band **independently** & proficiently, with scaffolding as needed at the high end of the range.   1. **Self-select texts for personal enjoyment, interest, & academic tasks.** |  |

**Writing Strand**

**4th Grade**

**2010 MN English Language Arts**

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| **GENERAL CATEGORY** | **BENCHMARK** | |
| **Text Types & Purposes** | **4.6.1.1**  Write opinion pieces on topics or texts, supporting a point of view with reasons & information. | 1. Introduce the topic or text clearly, state an opinion, & create an organizational structure in which related ideas are grouped to support the writer’s purpose. |
| 1. Provide reasons that are supported by facts & details. |
| 1. Link opinion & reasons using words & phrases (e.g., *for instance, in order to, in addition*). |
| 1. Provide a concluding statement or section related to the opinion presented. |
| **4.6.2.2**  Write informative/explanatory texts to examine a topic & convey ideas & information clearly. | 1. Introduce a topic clearly & group related information in paragraphs & sections; include formatting (e.g., headings), illustrations, & multimedia when useful to aiding comprehension. |
| 1. Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic. |
| 1. Link ideas within categories of information using words & phrases (e.g., *another, for example, also, because*). |
| 1. Use precise language & domain-specific vocabulary to inform about or explain the topic. |
| 1. Provide a concluding statement or section related to the information or explanation presented. |
| **4.6.3.3**  Write narratives **& other creative texts** to develop real or imagined experiences or events using effective technique, descriptive details, & clear event sequences. | 1. Orient the reader by establishing a situation & introducing a narrator &/or character; organize an event sequence that unfolds naturally. |
| 1. Use dialogue & description to develop experiences & events or show the responses of characters to situations. |
| 1. Use a variety of transitional words & phrases to manage the sequence of events. |
| 1. Use concrete words & phrases & sensory details to convey experiences & events precisely. |
| 1. Provide a conclusion **(when appropriate to the genre)** that follows from the narrated experiences or events. |
| **Writing Process:**  **Production & Distribution of Writing** | **4.6.4.4**  Produce clear & coherent writing in which the development & organization are appropriate to task, purpose, & audience. (Grade-specific expectations for writing types are defined in standards 1-3 above) | |
| **4.6.5.5**  With guidance & support from peers & adults, **use a writing process to** develop & strengthen writing as needed by planning, **drafting**, revising, & editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to & including grade 4.) | |
| **4.6.6.6**  With guidance & support from adults, use technology, including the Internet, to produce & publish writing as well as to interact & collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | |
| **Research of Writing** | **4.6.7.7**  Conduct short research projects that build knowledge through investigation of different aspects of a topic. | |
| **4.6.8.8**  Recall relevant information from experiences or gather relevant information from print & digital sources; take notes & categorize information, & provide a list of sources. | |
| **4.6.9.9**  Draw evidence from literary or informational texts to support analysis, reflection, & research. | 1. Apply *grade 4 Reading standards* 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].”) |
| 1. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons & evidence to support particular points in a text”). |
| **Range of Writing** | **4.6.10.10**  Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences. | 1. **Independently select writing topics & formats for personal enjoyment, interest, & academic tasks.** |

**Speaking, Viewing, Listening & Media Literacy Strand**

**4th Grade**

**2010 MN English Language Arts**

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| **GENERAL CATEGORY** | **BENCHMARK** | | |
| **Comprehension & Collaboration** | **4.8.1.1**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on *grade 4 topics & texts*, building on others’ ideas & expressing their own clearly. | 1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation & other information known about the topic to explore ideas under discussion. | |
| 1. Follow agreed-upon rules for discussions & carry out assigned roles. | |
| 1. Pose & respond to specific questions to clarify or follow up on information, & make comments that contribute to the discussion & link to the remarks of others. | |
| 1. Review the key ideas expressed & explain their own ideas & understanding in light of the discussion. | |
| 1. **Cooperate & problem solve as appropriate for productive group discussion.** | |
| **4.8.2.2**  Paraphrase portions of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally. | | |
| **4.8.3.3**  Identify the reasons & evidence a speaker provides to support particular points. | | |
| **Presentation of Knowledge & Ideas** | **4.8.4.4**  Report on a topic or text & avoid plagiarism by identifying sources, tell a story, or recount an experience in an organized manner, using appropriate facts & relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | |
| **4.8.5.5**  Add audio recordings & visual displays to presentations when appropriate to enhance the development of main ideas or themes. | | |
| **4.8.6.6**  Differentiate between contexts that call for formal English (e.g., presenting ideas) & situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task & situation. (See grade 4 Language standards 1 & 3 for specific expectations). | | |
| **Media Literacy** | **4.8.7.7**  **Distinguish among, understand, & use different types of print, digital, & multimodal media.** | | 1. **Make informed judgments about messages promoted in mass media (e.g., film, television, radio, magazines, advertisements, newspapers).** |
| 1. **Locate & use information in print, non-print, & digital resources using a variety of strategies.** |
| 1. **Check for accuracy of information between two different sources.** |
| 1. **Recognize safe practices in social & personal media communications.** |
| **4.8.8.8**  **Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression).** | | 1. **Evaluate the Fair Use of each visual element or piece of music used in a media work & create a list documenting the source for each found image or piece of music.** |
| 1. **Publish the work & share it with an audience.** |

**Language Strand**

**4th Grade**

**2010 MN English Language Arts**

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| **GENERAL CATEGORY** | **BENCHMARK** | |
| **Conventions of Standard English** | **4.10.1.1**  Demonstrate command of the conventions of standard English grammar & usage when writing or speaking. | 1. Use relative pronouns (*who, whose, whom, which, that*) & relative adverbs (*where, when, why*). |
| 1. Form & use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. |
| 1. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. |
| 1. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). |
| 1. Form & use prepositional phrases. |
| 1. Produce complete sentences, recognizing & correcting inappropriate fragments & run-ons.\* |
| 1. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\* |
| **4.10.2.2**  Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing. | 1. Use correct capitalization. |
| 1. Use commas & quotation marks to mark direct speech & quotations from a text. |
| 1. Use a comma before a coordinating conjunction in a compound sentence. |
| 1. Spell grade-appropriate words correctly, consulting references as needed. |
| **Knowledge of Language** | **4.10.3.3**  Use knowledge of language & its conventions when writing, speaking, reading, or listening. | 1. Choose words & phrases to convey ideas precisely.\* |
| 1. Choose punctuation for effect.\* |
| 1. Differentiate between contexts that call for formal English (e.g., presenting ideas) & situations where informal discourse is appropriate (e.g., small-group discussion). |
| **Vocabulary Acquisition & Use** | **4.10.4.4**  Determine or clarify the meaning of unknown & multiple-meaning word & phrases based on *grade 4 reading & content*, choosing flexibly from a range of strategies. | 1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| 1. Use common, grade-appropriate Greek & Latin affixes & roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). |
| 1. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to find the pronunciation & determine or clarify the precise meaning of key words & phrases. |
| **4.10.5.5**  Demonstrate understanding of figurative language, word relationships, & nuances in word meanings **to develop word consciousness**. | 1. Explain the meaning of simple similes & metaphors (e.g., *as pretty as a picture*) in context. |
| 1. Recognize & explain the meaning of common idioms, adages, & proverbs. |
| 1. Demonstrate understanding of words by relating them to their opposites (antonyms) & to words with similar but not identical meanings (synonyms). |
| **4.10.6.6**  Acquire & use accurately grade-appropriate general academic, & domain-specific words & phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) & that are basic to a particular topic (e.g., *wildlife, conservation, & endangered* when discussing animal preservation). | |