4ᵀᴴ Grade Literature Standards Breakdown: Key Ideas and Details

Anchor Standard/ Domain Name: Reading: Literature

Key Ideas and Details R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Standard Text: **RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	Students Who Demonstrate Understanding Can: • read the text to form a perspective or interpretation. • support inferences and conclusions with text evidence.
Vertical Alignment to Previous Grades: RL. 3.1, 2.1, RL.1.1, RL.K.1 **Vertical Alignment to Future Grades:** RL. 5.1, 6.1, 7.1	**Clarification Statement:** • Students use key details and examples to explain what the text is saying and to make inferences. **Vocabulary for Teacher Development:** • **explicitly** – fully and clearly expressed or demonstrated; leaving nothing merely implied; unequivocal • **conclusion** – a judgment or decision reached by reasoning using textual evidence. • **inference** – a conclusion reached on the basis of evidence and reasoning; inferences are not explicitly written in the text

Anchor Standard/ Domain Name: Reading: Literature

Key Ideas and Details R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standard Text: RL.4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.	Students Who Demonstrate Understanding Can: • articulate the theme(s) of the selection (story, drama, poem) supported by text evidence. • identify the key supporting details and ideas to summarize the selection.
Vertical Alignment to Previous Grades: RL. 3.2, 2.2, 1.2, K.2 **Vertical Alignment to Future Grades:** RL. 5.2, 6.2, 7.2	**Clarification Statement:** • Students can use the details in the text to determine the theme or central message that the author conveys in a story, drama, or poem. Students can summarize the key details and ideas of the text. **Vocabulary for Teacher Development:** • **theme** – the underlying message, or 'big idea' in a piece of literature. Critical belief about life that the author conveys. • **drama** – mode of fictional representation through dialogue and performance • **summarize** – brief statement of the main points of a text. • **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)

Anchor Standard/ Domain Name: Reading: Literature

Key Ideas and Details R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Standard Text: RL.4.3 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, feelings, words, or actions).	Students Who Demonstrate Understanding Can: • use text evidence to describe the characters, setting, or event in a story or drama • use the characters thoughts, words, or actions to describe the character.

Vertical Alignment to Previous Grades: RL. 2.3, 1.3, K.3 Vertical Alignment to Future Grades: RL. 5.3,6.3, 7.3	Clarification Statement: • Students describe characters in a story using evidence about their thoughts, words, and actions. Students use text evidence to describe a setting, character, or event in the story or drama. Vocabulary for Teacher Development: • **interact** – act in such a way as to have an effect on another; • **thought** – an idea or opinion occurring in the mind • **action** – something that is done • **motivation** – the reason or reasons one has for acting or behaving in a particular way

Anchor Standard/ Domain Name: New Mexico State Standards

Standard Text: Grade 4 students will develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition;	Students Who Demonstrate Understanding Can: • learn about cultures, societies, and people through literature, media, and oral tradition. • connect literature, media, and oral tradition to explore self-identity.
Vertical Alignment to Previous Grades: 2.b, 3.a Vertical Alignment to Future Grades: 5.a	Clarification Statement: • Students will read literature and use video clips, photographs, podcasts, audiobooks, websites, and other forms of media to learn about people, cultures, and societies and explore their own identities. They will also study oral tradition to explore their identity. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom. Vocabulary for Teacher Development: • **self-identity** – the recognition of one's potential and qualities as an individual (inclusive of ethnicity, gender, orientation, religion, language, disabilities, and age culture, as well as other aspects of identity) especially in relation to social context. • **culture-** the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. • **media-** a form of digitized information • **oral tradition-** a form of human communication inclusive of oracy wherein knowledge of art, ideas, beliefs, and culture is received, preserved and transmitted through speech from one generation to another through speech from one generation to another • **cultural and linguistic relevance-** The validation and affirmation of students' home culture and language; prior experiences, frames of reference, and performance styles of culturally and ethnically diverse students to encourages students to relate to the lesson (course) content to his or her cultural context and make learning more effective for students

Standard Text: Grade 4 students will understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective	Students Who Demonstrate Understanding Can: • identify the features of oral tribal history • read and comprehend oral tribal history as a historical perspective • differentiate oral tribal history from a myth, fable, or folktale
Vertical Alignment to Previous Grades: 3.b Vertical Alignment to Future Grades: 5.b	Clarification Statement: • Students will gain exposure to oral tribal history and understand its significance as a historical perspective. Students will be able to articulate the difference between oral tribal history and the literature genres myth, fable, and folktale Vocabulary: • **oral tradition** – a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another • **oral tribal history** – a form of historical record passed down through oral tradition from one generation to another

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS

Strand:	*Key Ideas and Details*
Task:	From *Cognia:* How and why did Little Rabbit's feelings toward Little Snail change in the story? Refer to details and examples in the story to support your answer. Exemplar Student Response when student does the thinking and cites text evidence includes: • At first Little Rabbit is surprised that Little Snail does not want him to help her get places faster. • Little Rabbit does not understand why Little Snail is content with doing things slowly and carefully, and he doesn't stop to find out. • After Little Snail saves Little Rabbit, he understands the value of moving slowly and carefully. • Little Rabbit is grateful and follows Little Snail's example, carefully and slowly building a new burrow.
DOK and Blooms	2, Understand
Possible language objectives aligned to this task:	• Students will use transitional words and phrases to explain the sequence of events that leads to a change in Little Rabbit's feelings (Recount- Writing- Expanding) • Students will describe the factors that contribute to Little Rabbit's changing feelings towards Little Snail (Explain- Writing- Bridging)
Possible Misconceptions:	• Students may not state a claim about the different ways that Students may mis-identify Little Rabbit's feelings at the beginning or at the end of the text. • Students may confuse what events led to a change in Little Rabbit's feelings throughout the story • Students may misinterpret the theme of the text, which will lead to confusion about Little Rabbit's change.

4ᵀᴴ GRADE LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

Anchor Standard/ Domain Name: Reading: Literature
Craft and Structure R.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.

Standard Text: **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).**	**Students Who Demonstrate Understanding Can:** • determine the meaning of unfamiliar words and phrases. • recognize and comprehend references and allusions to characters found in mythology. • be able to apply knowledge of characters of mythology to determine meaning and tone.
Vertical Alignment to Previous Grades: RL K.4, 1.4, 2.4, 3.4 **Vertical Alignment to Future Grades:** RL 5.4, 6.4, 7.4	**Clarification Statement:** • Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They examine specific words or phrases that impact the meaning or tone of the text. **Vocabulary for Teacher Development:** • **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "Running through the forest, she breathed in the fresh, crisp air.") • **tone** – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view • **connotation** – an idea or feeling that a word invokes in addition to its literal or primary meaning

Anchor Standard/ Domain Name: Reading: Literature
Craft and Structure R.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.

Standard Text: 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.	**Students Who Demonstrate Understanding Can:** • use details to identify structural elements in a poem such as verse, rhythm, meter. • use details to identify structural elements of drama such as casts, settings, descriptions, dialogue, and stage directions. • compare genres such as poems, drama, and prose.

| **Vertical Alignment to Previous Grades:**
RL. 3.5, 2.5, 1.5, K.5

Vertical Alignment to Future Grades:
RL 5.5, 6.5, 7.5 | **Clarification Statement:**
• Students describe the significant differences between poems, drama, and prose. They use correct terminology when they talk or write about a text. For example, when speaking or writing about poems, they use literary terms such as verse, rhythm, and meter. When speaking or writing about dramas, they use literary terms such as cast of characters, settings, descriptions, dialogue, and stage directions.

Vocabulary for Teacher Development:
• **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue
• **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) prose–language presented (either as written or spoken) in its ordinary form, that is without rhythm, rhyme, or meter |

Anchor Standard/ Domain Name: Reading: Literature
Craft and Structure R.6: Assess how point of view or purpose shapes the content and style of a text.

| **Standard Text:**
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. | **Students Who Demonstrate Understanding Can:**
• identify the narrator in a story.
• distinguish between a first person and third person narration.
• compare and contrast points of view/ narration across multiple stories. |
| **Vertical Alignment to Previous Grades:**
RL 3.6, 2.6, 1.6, K.6

Vertical Alignment to Future Grades:
RL 5.6, 6.6, 7.6 | **Clarification Statement:**
• Students explain the similarities and differences in the point of view the narrator takes in different stories, including first and third-person narration

Vocabulary for Teacher Development:
• **compare** – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar
• **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage points from which one relates the events of a story or makes an argument
• **first person narration** – a mode of storytelling in which a storyteller recounts events from their own point of view using "I" or "we", etc.
• **third person narration** – a mode of storytelling in which the narrator tells the reader the story, referring to the characters by name or third person pronouns such as he, she, or they |

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	*Craft and Structure*
Task:	From *Cognia* Compare "Once, I laughed my socks off" and "Baby Ate a Microchip." How do the stanzas fit together in each poem? How are the poems similar in structure? Explain your answer using details from both of the poems. Exemplar Student Response should include: • The author of "Once, I laughed my socks off" uses many dancing words. The author of this poem presents a problem and a solution. The stanzas at the beginning explain the problem, and the stanzas at the end explain the solution. Each stanza in this poem has a rhyme pattern of ABCB. This makes the poem a little harder to read and makes it have a slow, story-like pace. This poem is also like a story because there is a beginning, a middle, and an end. • The author of "Baby Ate a Microchip" chose the words in the poem carefully. Many of the words have more than one meaning and most of the words are computer terms. The computer terms ("downloading," "bytes," and "reboot") help to tie the silly story to the real world. This poem is like a story because there is a beginning, a middle, and an end. Each stanzahas a rhyme pattern of AABB. This makes the poem easy to read, because the words flow easily, and gives it a fast pace. • Both of the poems describe very silly events. It seems as though both of the poets chose their words carefully. And, each of the poems' words (like the computer terms in "Baby Ate a Microchip" and the dancing words in "Once, I laughed my socks off") are all connected. Each poem centers on a topic, and the words used in each poem all connect back to the topic.
DOK and Blooms	3, Evaluate
Possible language objectives aligned to this task:	• Students can cite evidence from both "Once I Laughed my Socks Off" and "Baby Ate a Microchip" to support their claim. (Argue-Writing-Bridging) • Synthesize details about the structure of poetry across the poems, "Once I Laughed my Socks Off" and "Baby Ate a Microchip" (Recount, Writing, Expanding)
Possible Misconceptions:	• Students may cite evidence from one poem to support the claim instead of citing from both. • Students may cite irrelevant evidence from both poems. • Students may cite evidence from poems without stating a claim about the similarities and differences between the poems (i.e.- students may not compare and contrast the text structures) Students may confuse what events led to a change in Little Rabbit's feelings throughout the story • Students may misinterpret the theme of the text, which will lead to confusion about Little Rabbit's change.

4ᵀᴴ GRADE LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard/ Domain Name: Reading: Literature

Integration of Knowledge and Ideas R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Standard Text:	Students Who Demonstrate Understanding Can:
RL 4.7 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.	• recognize a variety of mediums used to communicate information in addition to a central text. • make connections across multiple mediums (text of a story/ drama, visual, oral presentation). • identify the places in each medium (visual, oral presentation, etc.) that reflect descriptions and directions in the text.
Vertical Alignment to Previous Grades: RL .K.7, 1.7, 2.7, 3.7 **Vertical Alignment to Future Grades:** RL 5.7, 6.7, 7.7	**Clarification Statement:** • Students determine the connections between the written text of a story or drama and a presentation they watch or listen to of that same text or visual image they are shown, such as a painting or drawing. They determine which specific descriptions and directions from the written text are used precisely. **Vocabulary for Teacher Development:** • **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue • **visuals** – paintings, drawings, sculptures, videos, etc.

Anchor Standard/ Domain Name: Reading: Literature

Integration of Knowledge and Ideas R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard Text:	Students Who Demonstrate Understanding Can:
RL 4.9 Compare and contrast the treatment of 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.	• recognize various literary subgenres such as stories, myths, traditional literature from different cultures. • identify similar themes or topics in multiple texts. • compare and contrast themes or topics across multiple texts. • compare and contrast patterns of events across multiple texts. • identify the author's approach or purpose of the text.
Vertical Alignment to Previous Grades: RL. K.9, 1.9, 2.9, 3.9 **Vertical Alignment to Future Grades:** RL. 5.9, 6.9, 7.9	**Clarification Statement:** • Students determine the similarities and differences of how similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g., the quest) are treated in stories, myths, and traditional literature from various cultures. **Vocabulary for Teacher Development:** • **compare** – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar • **event** – a thing that happens; an occurrence • **myths** – traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain

the history and/or culture of a people or explain a natural phenomenon
- **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message
- **topic** – the subject or matter being discussed or written about in a text, speech, etc.

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	*Integration of Knowledge and Ideas:*
Standard Alignment:	RL 4.9
Task:	From *Achieve the Core*: "The Seedling" by Paul Laurence Dunbar and "The Coming of the Spring" by Nora Perry. How does each poet build excitement about the coming of spring? Use specific details from both poems to support your answer. Write your response using the lines on the next two pages. Exemplar Student Responses will include: Dunbar's "The Seedling" • Uses personification in lines 5-6 to make the seedling seem human. • Uses language that makes the seedling seem at a disadvantage, such as lines 1 and 2 where the "quiet little seedling" lies in a place of darkness and in line 5 where it admits to not being very strong. This makes the reader want to cheer the seedling on. • Uses powerful language such as "Its work of life began" to show the seedling has set a goal for itself, drawing the reader because we want to learn if it reaches its goal. • Details the various challenges the seedling overcomes, such as pushing up its first "little leaflet" in line 9, and how tiring the growth is ("made the seedling sweat and pant") in line 18. • Explains how others contributed to the success of the seedling: "The sunshine poured upon it/And the clouds gave a shower" in lines 21 and 22. • The way the poet describes each individual step of the growth process, one event at a time, also helps build excitement. • Finally, it's also exciting to learn in the last two stanzas that the poet was trying to teach the reader a lesson about how the reader can achieve great things with the help of others. Perry's "The Coming of the Spring" • Uses hints that spring is coming rather than stating it explicitly: "There's something in the air/That's new and sweet and rare" in lines 1 and 2 and "There's something too, that's new" in line 5. She even uses the word "hint" in line 14. • Uses personification to make the reader feel the brooks' excitement in lines 18-20. • Provides signs of things coming to life: "scent of summer things/A whir as if of wings" in lines 3 and 4, "changing tint/This whispering whir" lines 13 and 14, "catkins in their hoods/Of fur and silk will stand" lines 22 and 23, "the mention of the tassels of the hazel and the elder branches budding in lines 25-28. • Uses alliteration ("So, silently but swift") in line 29 and repetition ("gain and gain") in line 31 and ("Once more and yet once more") in line 33 to detail the way that spring is coming on quickly but silently. • Circles back to the idea of new life in the last stanza, with "bloom of birth" and "Make young again the earth."
DOK and Blooms	3, Analyzing/ Applying

Possible language objectives aligned to this task:	• Students will be able to integrate information from both poems to make a claim about how the poet builds excitement in each text. (Argue-Writing-Reaching)
Possible Misconceptions:	• Students may not understand the meaning of the word excitement. • Students may cite evidence that does not indicate the speakers' intention to build excitement. • Students may focus on the events and details presented in the poems rather than the moves that the author makes.

4ᵀᴴ GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY

Anchor Standard/ Domain Name: Reading: Literature
Range of Reading Level and Text Complexity R.10: Read and comprehend complex literary and informational texts independently and proficiently.

Standard Text: **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.**	**Students Who Demonstrate Understanding Can:** • read texts with a Lexile between 740-1010 with proficiency. • read independently with appropriate stamina. • use metacognitive strategies to comprehend literature of different genres such as stories, dramas, and poetry.
Vertical Alignment to Previous Grades: RL. K.1 **Vertical Alignment to Future Grades:** RL 2.1, 3.1, 4.1,.5.1	**Clarification Statement:** • By the end of grade 4, students competently read and understand literary texts within the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. **Vocabulary for Teacher Development:** • **independently** – on one's own, without aid from another (such as a teacher) • **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success • **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)