

4th Grade



A Teacher's Guide to the PARCC Model Content Frameworks

Common Core State Standards
English Language Arts/Literacy

The PARCC Model Content Frameworks Present:

The Letter and Spirit of 4th Grade.....

Reading

- ❖ Continue to build stamina when reading challenging grade-appropriate complex literature and informational text (RL/RI.4.10) such that they can draw on or infer specific details and examples from the text. (RL/RI.4.1).
- ❖ Describe how focusing on different details affects a text to summarizing both the main and supporting ideas, explaining what happened and why, and recognizing allusions to significant characters found in mythology.
- ❖ Offer reasons and evidence to support particular points being made in a single text and integrate information from two texts on the same topic or theme. (including traditional literature from different cultures).
- ❖ See RL/RI 4.2-9 for detailed expectations.

Speaking/Listening

- ❖ Paraphrase accurately and respond effectively with information during discussions in ways elaborated in the Standards for Speaking and Listening.

Writing

- ❖ A new standard that begins in 4th grade supports close connection between reading and writing (W.4.9).
- ❖ Draw evidence from literary and informational texts to support analysis, reflection and research.
- ❖ Produce a variety of written texts, including opinion pieces, explanations, narratives, and short research projects - each of which presents evidence in an organized fashion to clarify the topic under discussion for the intended audience.

Foundational Skills

- ❖ Students continue development of word analysis skills (RF.4.3).
- ❖ Reading fluency assessments administered at the start of the year (and throughout the year as necessary) should be used to determine a student's fluency level as students are given opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing. (RF.4.4.)

Model Content Frameworks

www.parcconline.org

The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. The Model Content Frameworks are designed with the following purposes in mind:

1. Supporting implementation of the Common Core State Standards, and
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The proposed **PARCC Assessment System** will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

Reading complex texts:

1. This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts.
2. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages.
3. Students are expected to conduct close, analytic reading as well as compare and synthesize ideas across texts.

Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module.

Writing effectively when using and/or analyzing sources:

This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing.

Conducting and reporting on research:

This expands on “writing when analyzing sources” to require students to demonstrate their ability to

1. gather resources,
2. evaluate their relevance, and
3. report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening:

This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English.

The importance of the above skills is reflected in the emphasis the Model Content Frameworks place on students’ needing regular opportunities to grapple with the **close, analytic reading** of grade-level complex texts and to construct increasingly sophisticated **responses in writing**. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future **PARCC assessments**.

Skills to Be Integrated Throughout the Year

Cite Evidence

Students should refer to details and examples from the text when explaining what the text says explicitly and when drawing inferences from the texts.

(RL/RI.4.1)

Analyze Content

Students should carefully gather observations about a text examining its meaning thoroughly and methodically, while teachers encourage students to read and reread deliberately. (RL/RI.4.2-9) and SL.4.2-3)

Conduct Discussions

Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to build effectively on one another's ideas while clearly explaining their own. (SL.4.1)

Phonics and Fluency

Students should apply their knowledge of phonics and word analysis to be able to recognize words they encounter in text as well as read with accuracy and fluency to comprehend texts. (RF.4.3-4)

Study and Apply Grammar

While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.4.1-3. ^{4th}

Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

Examples of Informational texts: biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital resources on a range of topics written for a broad audience.

Decode Words

Report Findings

Students should orally tell a story, recount an experience, or report on a topic or text in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or theme while speaking clearly & an appropriate pace. (SL.4.4-6)

Study and Apply Vocabulary

Focus vocabulary instruction on words that student would be encouraged to use in writing and speaking, students should be given 5-10 Tier 2 academic words per week for each text (L.4.4-6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Examples of Literature: adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse.

1st Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

Informational – 50%



5-9 Short Texts (3-4 weeks)	
Greek Myths 3-5	Draw ample evidence from texts and
Science 1-2	Present analyses in writing as well
Social Studies or Arts 1-2	as through speaking.

Connect the extended text to 1 or more short texts.

Extended Text

Literature - 1 (novel or play)



1 Extended Text (2-3 weeks)	
Perform a close, analytic reading	
Compare and synthesize ideas across other related texts	
Conduct text-focused discussions	
Produce written work	

Writing About Texts – 65% Analytical – Balance of Opinion & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – Three-Four Analyses That Focus on Opinions

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions to crafting multiparagraph responses
- Within the course of the **year**, write comparative analysis and compositions that share findings from the research project

W * Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.

- write one extended research project that addresses a topic/problem/issue
- Gather and integrate relevant information about a topic drawn from several texts in various media or formats
- Take notes on sources and categorize information
- Provide a list of sources
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts, either in writing or oral formats

Writing Narratives - 3

*** Beneficial if the project connects to a short or extended text.**

- Write two-three narratives to express personal ideas and experiences, craft their own stories and description; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

4th Grade Model Content Frameworks

Optional models to consider when constructing a year long course of instruction.

2nd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



Extended Text

Informational



5-9 Short Texts (3-4 weeks)

Literature 3-5 Draw evidence from texts and
Science 1-2 Present analyses in writing as well
Social Studies or Arts 1-2 as through speaking.

1 Extended Text (2-3 weeks)

Perform a close, analytic reading
Compare and synthesize ideas across other related texts
Have text-focused discussions
Produce written work

Connect the extended text to 1 or more short texts.

Writing About Texts - 65% Analytical – Balance of Opinion & 35% Informative/Explanatory

- Mix of on-demand, review, and revision writing tasks
- Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – Three-Four Analyses That Focus on Inform/Explain*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions to crafting multiparagraph responses
- Within the course of the year, write comparative analysis and compositions that share findings from the research project

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas from reading.**

Writing Extended Research Projects* (Research aligned to standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Gather and integrate relevant information about a topic drawn from several texts in various media or formats
- Take notes on sources and categorize information
- Provide a list of sources
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts, either in writing or oral formats

Writing

*** Beneficial if the project connects to a short or extended text.**

Narratives - 35%

- Write two-three narratives to express personal ideas and experiences; craft their own stories and description; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative description

4th Grade Model Content Frameworks

Adapted From PARCC Model Content Framework for ELA/Literacy

Optional model to consider when constructing a year long course of instruction.

3rd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

Informational – 50%



Extended Text

Literature - 1 (novel or play)



5-9 Short Texts (3-4 weeks)
Literature 3-5 Draw ample evidence from texts
Science 1-2 Present analyses in writing as well
Social Studies or Arts 1-2 as through speaking

1 Extended Text (2-3 weeks)
Perform a close, analytic reading
Compare and synthesize ideas across other related texts
Conduct text-focused discussions
Produce written work

Connect the extended text to 1 or more short texts.

Writing About Texts – 65% Analytical

Mix of on-demand and review, revise, and writing
Build confidence and competence with technology

anatory

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – Three-Four Analyses That Focus on Informative & Explanatory*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions to crafting multiparagraph responses
- Within the course of the **year**, write comparative analysis and compositions that share findings from the research project

Writing

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas they have read**

- Gather and integrate relevant information about a topic drawn from several texts in various media and formats
- Take notes on sources and categorize information
- Provide a list of sources
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts, either in writing or oral formats

Writing Narratives

*** Beneficial if the project connects to a short or extended text.**

- Write two-three narratives to express personal ideas and experiences; craft their own stories and description; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative description

4th Grade Model Content Frameworks

Adapted From PARCC Model Content Framework for ELA/Literacy

Optional model to consider when constructing a year long course of instruction.

4th Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



Extended Text

Informational



5-9 Short Texts (3-4 weeks)
Literature 3-5 Draw ample evidence from texts and
Science 1-2 Present analyses in writing as well
Social Studies or Arts 1-2 as through speaking.

Connect the extended text to 1 or more short texts.

Writing About Texts – 65% Analytical

Mix of on-demand, review, and revise writing
Build confidence and competence with technology

1 Extended Text (2-3 weeks)
Perform a close, analytic reading,
Compare and synthesize ideas across other related texts
Conduct text-focused discussions
Produce written work

Explanatory

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – Three-Four Analyses That Focus on Opinions*

- Use evidence
- Craft writing that displays logical integration and coherence
- Answer brief questions to crafting multi-paragraph responses
- Within the course of the **year**, have students write comparative analysis and compositions that share findings from the research project

Writing

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.**

- Gather and integrate relevant information about a topic drawn from several texts in various media or formats
- Take notes on sources and categorize information
- Provide a list of sources
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts, either in writing or oral formats

Writing Narratives - 35%

*** Beneficial if the project connects to a short or extended text.**

- Write two-three narratives and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative description

Writing Standards Progression from Grade 3 to Grade 4

In grade 4, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of one page in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.4.1-3).

Specific changes in the Writing Standards from grade 3 to grade 4 are highlighted in the chart below:

Grade 3 Standard 1 (W.3.1)	Grade 4, Standard 1 (W.4.1)
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. 	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons <u>and information</u>.</p> <ol style="list-style-type: none"> a. Introduce a topic or text <u>clearly</u>, state an opinion, and create an organizational structure <u>in which related ideas are grouped to support the writer's purpose</u>. b. Provide reasons that are <u>supported by facts and details</u>. c. Link opinion and reasons using words and phrases (e.g., <u>for instance, in order to, in addition</u>). d. Provide a concluding statement or section <u>related to the opinion presented</u>.
Grade 3, Standard 2 (W.3.2)	Grade 4, Standard 2 (W.4.2)
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. 	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic <u>clearly</u> and group related information <u>in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia</u> when useful to aiding comprehension. b. Develop the topic with facts, definitions, <u>concrete</u> details, <u>quotations, or other information and examples related to the topic</u>. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic</u>. e. Provide a concluding statement or section <u>related to the information or explanation presented</u>.

<p>Grade 3, Standard 3 (W.3.3)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>Grade 4, Standard 3 (W.4.3)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <u>Orient the reader by</u> establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use <u>a variety of transitional</u> words and phrases <u>to manage the sequence of events</u>. <u>Use concrete words and phrases and sensory details to convey experiences and events precisely</u>. Provide <u>a conclusion that follows from the narrated experiences or events</u>.
<p>Grade 3, Standard 4 (W.3.4)</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Grade 4, Standard 4 (W.4.4)</p> <p>Produce <u>clear and coherent</u> writing in which the development and organization are appropriate to task, purpose, <u>and audience</u>. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
<p>Grade 3, Standard 5 (W.3.5)</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)</p>	<p>Grade 4, Standard 5 (W.4.5)</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 <u>up to and including grade 4</u> on pages 28 and 29.)</p>
<p>Grade 3, Standard 6 (W.3.6)</p> <p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Grade 4, Standard 6 (W.4.6)</p> <p>With some guidance and support from adults, use technology, <u>including the Internet</u>, to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</u>.</p>
<p>Grade 3, Standard 7 (W.3.7)</p> <p>Conduct short research projects that build knowledge about a topic.</p>	<p>Grade 4, Standard 7 (W.4.7)</p> <p>Conduct short research projects that build knowledge <u>through investigation of different aspects of a topic</u>.</p>

Grade 3, Standard 8 (W.3.8)	Grade 4, Standard 8 (W.4.8)
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and <u>category information</u> , and <u>provide a list of sources</u> .
Grade 3, Standard 9 (W.3.9)	Grade 4, Standard 9 (W.4.9)
(Begins in grade 4)	<u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> <ol style="list-style-type: none"> a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a <u>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].”</u>). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an <u>author uses reasons and evidence to support particular points in a text</u>”).
Grade 3, Standard 10 (W.3.10)	Grade 4, Standard 10 (W.4.10)
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	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.

Speaking and Listening Standards Progression from Grade 3 to Grade 4

In grade 4, students speak (both in informal discussions and in more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 3 to grade 4 are highlighted in the chart below:

Grade 3, Standard 1 (SL.3.1)	Grade 4, Standard 1 (SL.4.1)
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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 (e.g., gaining the floor in respectful ways, 	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u><i>grade 4 topics and texts</i></u>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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 <u>and carry out assigned roles</u>.

<p>listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understandings in light of the discussion.</p>	<p>c. <u>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion</u> and link to the remarks of others.</p> <p>d. <u>Review the key ideas expressed</u> and explain their own ideas and understanding in light of the discussion.</p>
<p>Grade 3, Standard 2 (SL.3.2)</p>	<p>Grade 4, Standard 2 (SL.4.2)</p>
<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><u>Paraphrase portions</u> of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Grade 3, Standard 2 (SL.3.2)</p>	<p>Grade 4, Standard 3 (SL.4.3)</p>
<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><u>Identify the reasons and evidence a speaker provides to support particular points.</u></p>
<p>Grade 3, Standard 4 (SL.3.4)</p>	
<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Report on a topic or text, tell a story, or recount an experience <u>in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes</u>; speak clearly at an understandable pace.</p>
<p>Grade 3, Standard 5 (SL.3.5)</p>	<p>Grade 4, Standard 5 (SL.4.5)</p>
<p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>Add audio recordings <u>and visual displays to presentations</u> when appropriate to enhance <u>the development of main ideas or themes.</u></p>
<p>Grade 3, Standard 6 (SL.3.6)</p>	<p>Grade 4, Standard 6 (SL.4.6)</p>
<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28-29 for specific expectations.)</p>	<p><u>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.</u> (See grade 4 Language standards 1 and 3 on pages 28-29 for specific expectations.)</p>

PARCC

Model Content Framework

English Language Arts / Literacy

For more information visit
www.parcconline.org