

# TNReady 4<sup>th</sup> Grade English Language Arts Blueprint

Sadlier Progress English Language Arts and Sadlier Progress Monitor Benchmark Assessments

Correlated to the **TNReady 4<sup>th</sup> Grade English Language Arts Blueprint\*** (Revised 10/1/15 v.2)

Category	Standards		# of Items	% of Score Points	Sadlier Progress English Language Arts Grade 4		Sadlier Progress Monitor Benchmark Assessments**	
					# of Items	% of Test	# of Items	% of Test
<b>Writing:</b> Written Expression (Prompt will align to primarily one writing standard and also one or more reading standards.)			1	24%			6	16%
	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Includes a–d.)			Unit 8	Text Types and Purposes: Write Opinion Pieces Write Opinion Pieces—pp. 180–183	3	
	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Includes a–d.)			Unit 4	Text Types and Purposes: Write Informative / Explanatory Texts Write Informative/Explanatory Texts—pp. 86–89	3	
	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Includes a–d.)			Unit 2	Text Types and Purposes: Write Fictional Narratives Write Fictional Narratives—pp. 42–45	0	
	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.			Unit 10	Research to Build and Present Knowledge: Write Research Reports Write Research Reports—pp. 218–221	0	
<b>Writing:</b> Conventions			5 (+4 pts from rubric)	17%			0	0%
	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Includes a–e.)			Unit 2	Text Types and Purposes: Write Fictional Narratives Language: Complete Sentences—p. 46 Language: Fragments—p. 47 Language: Run-on Sentences—p. 48	0	
					Unit 4	Text Types and Purposes: Write Informative / Explanatory Texts Language: Prepositional Phrases—p. 90 Language: Progressive Forms of Verbs—p. 91 Language: Order of Adjectives—p. 93		

Benchmark Assessments are also available in an interactive format in *iProgress Monitor Mathematics*. *iProgress Monitor* includes a Build an Assessment feature to customize assessments using a standards-aligned item bank.

\* Includes Part 1 and Part 2 Aggregate

\*\* Sadlier Progress Monitor: English Language Arts includes four Benchmarks with 38 items each; some items assess more than one standard.

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					# of Items	% of Test	# of Items	% of Test
					Unit 6	Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Relative Pronouns—p. 135		
					Unit 8	Text Types and Purposes: Write Opinion Pieces Language: Frequently Confused Words—p. 185 Language: Modal Auxiliaries—p. 186		
	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Includes a–e.)			Unit 2	Text Types and Purposes: Write Fictional Narratives Language: Commas and Quotation Marks in Dialogue—p. 49	0	
					Unit 6	Text Types and Purposes: Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Commas and Quotation Marks in Direct Quotation—p. 134		
					Unit 10	Research to Build and Present Knowledge: Write Research Reports Language: Commas in Compound Sentences—p. 223 Language: Capitalization—p. 224 Language: Spelling—p. 225		
	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Includes a–b.)			Unit 4	Text Types and Purposes: Write Informative / Explanatory Texts Language: Precise Words and Phrases—p. 90	0	
					Unit 6	Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Punctuation for Effect—p. 137		

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					Unit 8	Text Types and Purposes: Write Opinion Pieces Language: Formal and Informal English—p. 184		
<b>Reading: Reading Literature</b>			14–15	27–30%			29	76%
	RL.4.1	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.			Unit 1	Reading Literature: Key Ideas and Details Drawing Inferences—pp. 12–17	14	
	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.			Unit 1	Reading Literature: Key Ideas and Details Determining Theme and Summarizing—pp. 18–23	6	
	RL.4.3	Determine a theme of a story, drama, or poem from details in the text; summarize the text.			Unit 1	Reading Literature: Key Ideas and Details Describing Characters, Settings, and Events—pp. 24–29	8	
	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.			Unit 5	Reading Literature: Craft and Structure Explaining Structural Elements—pp. 106–111	1	
	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.			Unit 5	Reading Literature: Craft and Structure Comparing and Contrasting Point of View—pp. 112–117	0	
	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.			Unit 9	Reading Literature: Integration of Knowledge and Ideas Making Connections Between Texts—pp. 194–199	0	

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	RL.4.9	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.			Unit 1	Reading Literature: Key Ideas and Details Connect Across Texts: Compare and Contrast Texts—p. 35	0	
				Unit 5	Reading Literature: Craft and Structure Connect Across Texts: Compare and Contrast Texts —p. 123			
				Unit 9	Reading Literature: Integration of Knowledge and Ideas Comparing and Contrasting Themes and Topics—pp. 200–205			
<b>Reading:</b> Reading Informational Text			11–12	23–26%			22	58%
	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			Unit 3	Reading Informational Text: Key Ideas and Details Drawing Inferences—pp. 56–61	7	
	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.			Unit 3	Reading Informational Text: Key Ideas and Details Determining Main Idea and Summarizing—pp. 62–67	3	
	RI.4.3	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.			Unit 3	Reading Informational Text: Key Ideas and Details Explaining Events and Ideas—pp. 68–73	2	
	RI.4.5	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.			Unit 7	Reading Informational Text: Craft and Structure Describing Text Structures—pp. 156–161	2	
	RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			Unit 7	Reading Informational Text: Craft and Structure Comparing and Contrasting Events and Topics—pp. 162–167	0	

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Reading: Vocabulary	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	3–6	6–7%	Unit 11	Reading Informational Text: Integration of Knowledge and Ideas Interpreting Visual Information—pp. 232–237	1	16%
	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.			Unit 11	Reading Informational Text: Integration of Knowledge and Ideas Analyzing Reasons and Evidence—pp. 238–243	4	
	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			Unit 3	Reading Informational Text: Key Ideas and Details Connect Across Texts: Compare and Contrast Texts—p. 79	3	
					Unit 7	Reading Informational Text: Craft and Structure Connect Across Texts: Compare and Contrast Texts—p. 173		
					Unit 11	Reading Informational Text: Integration of Knowledge and Ideas Integrating Information from Texts—pp. 244–249		
	<b>Reading: Vocabulary</b>							
Reading: Vocabulary	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., <i>Herculean</i> ).	3–6	6–7%	Unit 5	Reading Literature: Craft and Structure Determining Word Meanings—pp. 100–105	4	16%
	RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.			Unit 7	Reading Informational Text: Craft and Structure Determining Word Meanings—pp. 150–155	2	

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	L.4.4	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. (Includes a–c.)			Unit 1	Reading Literature: Key Ideas and Details Language: Context Clues—p. 36	0	
					Unit 3	Reading Informational Text: Key Ideas and Details Language: Affixes—p. 80		
					Unit 10	Research to Build and Present Knowledge: Write Research Reports Language: Spelling—p. 225		
					Unit 11	Reading Informational Text: Integration of Knowledge and Ideas Language: Roots—p. 256		
						Foundational Skills Handbook: Phonics and Word Recognition Base Words—p. 266 Prefixes—p. 267 Suffixes—p. 268 Latin and Greek Roots—p. 269		
	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Includes a–c.)			Unit 5	Reading Literature: Craft and Structure Language: Figurative Language—p. 124	0	
					Unit 7	Reading Informational Text: Craft and Structure Language: Synonyms and Antonyms—p. 174		
					Unit 9	Reading Literature: Integration of Knowledge and Ideas Language: Idioms, Adages, and Proverbs—p. 212		

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