2014 and 2015 PAWS Grade 4 Reading Blueprint

CCSS code	CCSS text	Test Blueprint No. of Items 2014	Content coverage 2014	Test Blueprint No. of Items 2015	Content coverage 2015
Reading Literature					
Key Ideas and Details					
RL4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	13-15		10-12	
RL4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.				
RL4.3	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).				
Craft and Structure			Literary portion: approx. 42%		Literary portion: approx. 35%
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).				
RL4.5	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.				
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.	6-8		6-8	
Integration of Knowledge and Ideas (see below)					
Range of Reading and Level of Text Complexity					
RL4.10	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.				

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		2014		2015	
Reading Informational Text					
Key Ideas and Details					
RI4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	13-15		10-12	
RI4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.				
RI4.3	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.				
Craft and Structure			Informational portion: approx. 42%		Informational portion: approx. 35%
RI4.4	Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area.	6-8		6-8	
RI4.5	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.				
RI4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.				
Integration of Knowledge and Ideas (see below)					
Range of Reading and Level of Text Complexity					
RI4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.				

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Integration of Knowledge and Ideas*					
RL4.7	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.	0-2†	*Integration portion: approx. 2%	6-8	*Integration portion: approx. 14%
RL4.8	(Not applicable to literature)				
RL4.9	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.				
RI4.7	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.				
RI4.8	Explain how an author uses reasons and evidence to support particular points in a text.				
RI4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.				

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Language*					
L4.4	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.				
L4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.				
L4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).				
L4.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	6-8	*Language portion: approx. 14%	7-9	*Language portion: approx. 16%
L4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
L4.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.				
L4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.				
L4.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).				
L4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).				
	Total Operational Items on Form	50		50	