

Grade: 4 Making the Grade on the  
Florida Standards Assessment (FSA)

Genre	Standard	Content Foci	Instructional Tools
<b>Reporting Category 1: Key Ideas and Details 15-25%</b> <i>What does the author say?</i>			
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Fiction</li> </ul>	<u>LAFS.4.RL.1.1</u> Refer to detail and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.(2)	<ul style="list-style-type: none"> <li>• Explicit supporting details</li> <li>• Implicit supporting details</li> <li>• Referring to examples as supporting detail</li> <li>• Drawing inferences</li> <li>• Character development</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Two column notes</a> -main idea -conclusion/support -cause/effect</li> <li>▪ <a href="#">Power notes</a></li> <li>▪ <a href="#">Author's toolbox for bringing a character to life</a></li> </ul>
	<u>LAFS.4.RL.1.2</u> Determine a theme of a story, drama, or poem from details in the text, summarize the text.(3)  <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Determine theme</li> <li>• Identify key details supporting the theme</li> <li>• Explicitly stated theme</li> <li>• Implicitly stated theme</li> <li>• Summarize whole text</li> <li>• Key events as part of a summary</li> <li>• Draw conclusions</li> <li>• Support conclusions with details from text</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Genre charts</a></li> <li>• <a href="#">Author's toolbox for bringing a character to life</a></li> <li>• <a href="#">Gist summaries</a></li> <li>• <a href="#">Theme/topic PPT</a></li> <li>• <a href="#">Topic, Main Idea, Theme</a></li> <li>• <a href="#">Character turning point graphic organizer</a></li> </ul>
	<u>LAFS.4.RL.1.3</u> 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).(2)  <b>Open Response</b>	<ul style="list-style-type: none"> <li>• HOW details describe (implicit &amp; explicit)               <ul style="list-style-type: none"> <li>-Character                   <ul style="list-style-type: none"> <li>- thoughts</li> <li>- feelings</li> <li>- actions</li> <li>- dialogue</li> </ul> </li> <li>-Setting</li> <li>-Events</li> </ul> </li> <li>• Drawing inferences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Author's Toolbox for Bringing a Character to Life Content Frame</a></li> <li>• <a href="#">Narrative Arch, Timeline</a></li> <li>• <a href="#">Feelings Chart</a></li> <li>• <a href="#">Character Turning Point Graphic Organizer</a></li> <li>• <a href="#">Somebody/Wanted/But/So</a></li> <li>• <a href="#">Split, Open Mind, Character Chart,</a></li> <li>• <a href="#">Events(Action)- Reactions Chart</a></li> </ul>
<b>Informational:</b> <ul style="list-style-type: none"> <li>• Primary Sources</li> <li>• Nonfiction</li> <li>• Functional Materials</li> </ul>	<u>LAFS.4.RI.1.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (2)	<ul style="list-style-type: none"> <li>• Explicit supporting details</li> <li>• Implicit supporting details</li> <li>• Referring to examples as supporting detail</li> <li>• Drawing inferences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Two column notes:</a> -main idea/details -conclusion/support -cause/effect</li> <li>• <a href="#">Power notes</a></li> <li>• <a href="#">Author's toolbox for bringing a character to life</a></li> </ul>
	<u>LAFS.4.RI.1.2</u> Determine the main idea of a text; and explain how it is supported by key details; summarize the text.(2)  <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Determine main idea               <ul style="list-style-type: none"> <li>• Explicitly stated</li> <li>• Implicitly stated</li> </ul> </li> <li>• Identify key details</li> <li>• Summarize text</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">One sentence summaries chart</a></li> <li>• <a href="#">Main idea table</a></li> <li>• <a href="#">Power notes</a></li> <li>• <a href="#">Gist</a></li> <li>• <a href="#">Summary pyramid</a></li> </ul>
	<u>LAFS.4.RI.1.3</u> 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. (3)  <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Relationship/Interactions:               <ul style="list-style-type: none"> <li>-Events</li> <li>-Procedures</li> <li>-Ideas</li> <li>-Concepts</li> </ul> </li> <li>• Drawing inferences</li> <li>• Support inferences</li> <li>• Drawing conclusions</li> <li>• <b>HOW explicit &amp; implicit details contribute to an explanation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Two column notes:</a> -Cause/effect -Problem/solution -Conclusion/support</li> <li>• <a href="#">Split, open mind</a></li> <li>• <a href="#">Content frame</a> for comparison of individuals, Events, ideas or concepts from multiple sources (see p. 18)</li> </ul>

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<b>Reporting Category 2: Craft and Structure 25-35%</b> <b><i>How does the author say it?</i></b>			
<b>Literature</b>	<u>LAFS.4.RL.2.4</u> Determine the meaning of words and phrases as they are used in a text, <i>including those that allude to significant characters found in mythology (e.g., Herculean).</i> (2) <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Meaning of words &amp; phrases used in text (e.g. quotation)</li> <li>• Figurative language</li> <li>• Literal &amp; figurative meaning</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Tools Authors Use: Literary Devices and Figurative Language.</a></li> <li>• <a href="#">Multiple meaning chart</a></li> <li>• <a href="#">Wild About Words Vocabulary Handbook</a></li> </ul>
	<u>LAFS.4.L.3.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4</i> reading and content, choosing flexibly from an array of strategies (2) <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> </ol> <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Multiple meanings</li> <li>• Context clues               <ul style="list-style-type: none"> <li>• Explicitly stated</li> <li>• Implicitly stated</li> </ul> </li> <li>• Greek &amp; Latin common affixes</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Tools Authors Use: Literary Devices and Figurative Language.</a></li> <li>• <a href="#">Multiple meaning chart</a></li> <li>• <a href="#">Wild About Words Vocabulary Handbook</a></li> </ul>
	<u>LAFS.4.L.3.5</u> Demonstrate understanding of word relationships and nuances in word meanings. (3) <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol> <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Nuances of word meanings               <ul style="list-style-type: none"> <li>- common idioms</li> <li>- adages</li> <li>- proverbs</li> </ul> </li> <li>Interpret               <ul style="list-style-type: none"> <li>• Literal meaning</li> <li>• Figurative meaning (similes &amp; metaphors)</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Tools Authors Use: Literary Devices and Figurative Language.</a></li> <li>• <i>Common Idioms, Adages or Proverbs-How will I know?</i> PPT</li> <li>• <i>A Closer Look</i> Vocabulary Map</li> <li>• <a href="#">Concept of Definition Map</a></li> <li>• Word Arrays,</li> <li>• <a href="#">Wild About Words Vocabulary Handbook</a></li> </ul>
	<u>LAFS.4.RL.2.5</u> Explain major differences between poems, drama, and prose, and refer to the structural elementary of poems (e.g., <i>verse, rhythm, meter</i> ) and drama (e.g., <i>casts of characters, settings, descriptions, dialogue, stage directions</i> ) when writing or speaking about a text.(3)	<ul style="list-style-type: none"> <li>• Contrasting different types of literary text               <ul style="list-style-type: none"> <li>- Elements of story structure</li> <li>- Structure of a drama</li> <li>- Structure of a poem</li> </ul> </li> <li>• How the structure reveals               <ul style="list-style-type: none"> <li>- Character development</li> <li>- Character point of view</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Common Characteristics of Genre Charts</a></li> <li>• Reading &amp; Understanding Poetry</li> </ul>
	<u>LAFS.4.RL.2.6</u> Compare and contrast the point of view from which different stories are narrated, including the differences between first- and third-person narrations. (3)  <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Compare &amp; contrast</li> <li>• Point of view (POV)               <ul style="list-style-type: none"> <li>• First person</li> <li>• Third person</li> </ul> </li> <li>• Differences in HOW first &amp; third person affect telling the stories</li> <li>• Interpret HOW POV of characters reveal differences</li> <li>• Details to support POV</li> </ul> <b>NOT used in a single text.</b>	<ul style="list-style-type: none"> <li>• <a href="#">Author's toolbox for bringing a character to life</a></li> <li>• Understanding mood based on the setting with evidence</li> <li>• <a href="#">Mood faces chart</a></li> <li>• <a href="#">Author's point of view comparison chart</a></li> </ul>
<b>Informational</b>	<u>LAFS.4.RI.2.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4</i> topics or subject area. (2)  <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Academic vocabulary</li> <li>• Domain specific vocabulary</li> <li>• Literal/ figurative meanings</li> <li>• Words central to meaning to understand the text</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Isabel Beck's Three Tiered Vocabulary</a></li> <li>• <a href="#">Tools Authors Use: Literary Devices and Figurative Language.</a></li> </ul>

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	<p><b>LAFS.4.L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4</i> reading and content, choosing flexibly from an array of strategies (2)</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, <i>grade-appropriate Greek and Latin affixes and roots</i> as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p><b>Open Response</b></p>	<ul style="list-style-type: none"> <li>Multiple meanings</li> <li>Context clues (explicit or implicit)</li> <li>Greek/ Latin affix/roots as clues</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Context Clue Chart</a></li> <li><a href="#">Multiple Meaning Chart</a></li> <li><a href="#">Wild About Words Vocabulary Handbook</a></li> </ul>
	<p><b>LAFS.4.L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings. (3)</p> <p>a. <i>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</i></p> <p>b. <i>Recognize and explain the meaning of common idioms, adages, and proverbs.</i></p> <p>c. <i>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</i></p>	<ul style="list-style-type: none"> <li>Figurative Language</li> <li>Explain nuances of word meanings <ul style="list-style-type: none"> <li>Common idioms</li> <li>Adages</li> <li>Proverbs</li> </ul> </li> <li>Synonyms/ Antonyms</li> <li>Homographs</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Tools Authors Use: Literary Devices and Figurative Language.</a></li> <li><i>Common Idioms, Adages or Proverbs-How will I know?</i> PPT</li> <li><i>A Closer Look</i> Vocabulary Map</li> <li>Concept of Definition Map</li> <li>Word Arrays</li> <li><a href="#">Wild About Words Vocabulary Handbook</a></li> </ul>
	<p><b>LAFS.4.RI.2.5</b> 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. (3)</p>	<ul style="list-style-type: none"> <li>Overall structure of events, ideas, concepts, or information <ul style="list-style-type: none"> <li>Chronology</li> <li>Comparison</li> <li>Cause/Effect</li> <li>Problem Solution</li> <li>Description, etc.</li> </ul> </li> <li>Impact of a particular structure</li> </ul>	<ul style="list-style-type: none"> <li>Content Frame for Comparison of Text Structures with Multiple Texts</li> <li><a href="#">Informational Text Structure Chart</a></li> <li><a href="#">One Sentence Summary Frame</a></li> <li><a href="#">Common Characteristics of Genre Charts</a></li> </ul>
	<p><b>LAFS.4.RI.2.6</b> Compare and contrast a firsthand and second hand account of the same event or topic; describe the differences in focus and the information provided. (3)</p> <p><b>Open Response</b></p>	<ul style="list-style-type: none"> <li>Similarities and differences of two accounts of the same event/topic <ul style="list-style-type: none"> <li>Details from text as support</li> <li>How focus changes</li> </ul> </li> <li>Information learned from: <ul style="list-style-type: none"> <li>First-hand account perspective</li> <li>Second-hand account perspective</li> </ul> </li> <li>How different perspectives contribute to meaning of text</li> <li>How varying points of view affect the account</li> <li>Inference information gained as a reader</li> <li>Based on different accounts in different texts</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Author's Point of View Comparison Chart</a></li> <li><a href="#">Problem Solution Notes for Two Sources</a></li> </ul>

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<b>Reporting Category 3: Integration of Knowledge and Ideas 25-35%</b> <b>Logical &amp; Inferential: What does the author really mean?</b>			
<b>Literature</b> <b>2 or more literary texts and other media ( slideshow, audio presentations, graphical elements)</b>	<u>LAFS.4.RL.3.7</u> <i>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.(2)</i>  Also Assesses: LAFS.4.SL.1.2 <i>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (2)</i>	<ul style="list-style-type: none"> <li>• Make connections identifying where each shows specific descriptions:               <ul style="list-style-type: none"> <li>- written text</li> <li>- visual elements</li> <li>- oral presentation</li> </ul> </li> <li>• Similarities and differences in two versions/ formats</li> </ul> Also Assesses: <ul style="list-style-type: none"> <li>• Paraphrasing portions of audio, multimedia, or printed text</li> <li>• Describe differences between text &amp; visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Cover to Cover</li> <li>• Page-By Page</li> <li>• <a href="#">One Sentence Summary Frame</a></li> <li>• <a href="#">GIST Summaries</a></li> <li>• <a href="#">Mood Versus Tone Chart</a></li> <li>• <a href="#">Two Column Note taking Procedure</a></li> </ul>
	<u>LAFS.4.RL.3.9</u> <i>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 (3).</i>	<ul style="list-style-type: none"> <li>• Compare/contrast two or more texts               <ul style="list-style-type: none"> <li>• Explicit themes</li> <li>• Implicit themes</li> <li>• Similar topics</li> <li>• Patterns of events</li> <li>• Key details to illustrate similarities or differences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Common Characteristics of Genre Charts</a></li> <li>• <a href="#">Theme and Topic PPT</a></li> </ul>
<b>Informational</b>	<u>LAFS.4.RI.3.7</u> <i>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elementary on Web pages) and explain how the information contributes to an understanding of the text in which it appears.(3)</i> <b>Open Response</b>  Also Assesses: LAFS.4.SL.1.2 <i>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (2)</i>  LAFS.4.SL.1.3 <i>Identify the reasons and evidence a speaker provides to support particular points. (3)</i>	<ul style="list-style-type: none"> <li>• Explain how information contributes to understanding text presented:               <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Quantitatively</li> <li>• Interactive (e.g., webpages)</li> </ul> </li> <li>• Make connections between materials presented/texts</li> <li>• Similarities &amp; differences between format</li> </ul> Also Assesses: <ul style="list-style-type: none"> <li>• Paraphrasing portions of audio, multimedia, or printed text</li> <li>• Describe differences between text &amp; visuals</li> <li>• Identifying a speakers particular points</li> <li>• Identifies reasons &amp; evidence provided by the speaker</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Author's Point of View Comparison Chart</a></li> <li>• <a href="#">One Sentence Summary Frame</a></li> <li>• <a href="#">Two Column Note taking Procedure</a></li> <li>• <a href="#">Paraphrasing procedure</a></li> </ul>
	<u>LAFS.4.RI.3.8</u> – <i>Explain how an author uses reasons and evidence to support particular points in a text. (3)</i> <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Explanation how &amp; why evidence is used to support particular points in a text</li> <li>• Select words or phrases supporting a point or an opposing point</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Opinion Map</a></li> <li>• <a href="#">Author's Point of View Comparison Chart</a></li> <li>• <a href="#">Author's Point of View Chart</a> (Single Source)</li> </ul>
	<u>LAFS.4.RI.3.9</u> – <i>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (3)</i> <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Compare &amp; contrast 2 texts to:               <ul style="list-style-type: none"> <li>• Develop inference drawn from two or more texts</li> <li>• Support inferences drawn from text</li> <li>• Paraphrase information</li> </ul> </li> </ul> <b>NOT to be asked about a single text.</b>	<ul style="list-style-type: none"> <li>• <a href="#">Theme and Topic PPT</a></li> <li>• <a href="#">Content Frame</a> (see p.18)</li> <li>• <a href="#">Author's Point of View Comparison Chart</a></li> </ul>

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<b>Reporting Category 4: Language &amp; Editing 15-25%</b>			
<b>Literature or Informational</b>	<p><u>LAFS.4.L.1.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</p> <p>a. <i>Use relative pronouns (who, whose, whom, which that) and relative adverbs (where, when, why).</i></p> <p>b. <i>Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tenses.</i></p> <p>c. <i>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</i></p> <p>d. <i>Order adjective within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</i></p> <p>e. <i>Form and use prepositional phrases.</i></p> <p>f. <i>Produce complete sentences, recognize and correcting inappropriate fragments and run-ons.</i></p> <p>g. <i>h. Correctly use frequently confused words (e.g., to, too, two; there, their).</i></p>	<ul style="list-style-type: none"> <li>• Grammar &amp; Usage <ul style="list-style-type: none"> <li>- Relative pronouns</li> <li>- Progressive verb tenses</li> <li>- Modal auxiliaries to convey various conditions</li> <li>- Order adjectives within sentences</li> <li>- Prepositional phrases</li> </ul> </li> <li>• Complete sentences</li> <li>• Recognize inappropriate fragments &amp; run-ons</li> <li>• Use frequently confused words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Conventions Lessons</a></li> </ul>
	<p><u>LAFS.4.L.1.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)</p> <p>a. <i>Use correct capitalization.</i></p> <p>b. <i>Use commas and quotations marks to mark direct speech and quotations from a text.</i></p> <p>c. <i>Use a comma before a coordinating conjunction in a compound sentence.</i></p> <p>d. <i>Spell grade-appropriate words correctly, consulting references as needed.</i></p>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation <ul style="list-style-type: none"> <li>-commas &amp; quotation marks to mark speech</li> <li>-quotations from a text</li> <li>-comma before a coordinating conjunction in a compound sentence</li> </ul> </li> <li>• Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Stalking</li> <li>• <a href="#">Sentence Imitating</a></li> <li>• <a href="#">Editing Checklist</a></li> <li>• <a href="#">Revising/Editing Chart</a></li> <li>• <a href="#">Conventions Lessons</a></li> </ul>

<b>Text-Based Stimuli</b>	
<b>Literature</b>	<b>Informational</b>
<p><b>Literary Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Biographical and autobiographical sketches</li> <li>• Diaries, memoirs, journals, letters</li> <li>• Essays (e.g., personal and classical narratives)</li> <li>• Critiques</li> </ul> <p><b>Literary Fiction</b></p> <ul style="list-style-type: none"> <li>• Short stories</li> <li>• Poetry</li> <li>• Historical fiction</li> <li>• Fables</li> <li>• Folk tales, tall tales</li> <li>• Legends</li> <li>• Myths</li> <li>• Drama</li> <li>• Fantasy</li> <li>• Excerpts from longer works</li> </ul>	<p><b>Informational</b></p> <p><b>Primary Sources Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Historical documents (e.g., Bill of Rights)</li> <li>• Essays (e.g., informational, persuasive, analytical, historical, scientific)</li> <li>• Letters, journals, diaries</li> <li>• Secondary Sources/Nonfiction</li> <li>• Magazine articles</li> <li>• Newspaper articles</li> <li>• Editorials</li> <li>• Encyclopedia articles</li> </ul> <p><b>Functional Materials</b></p> <ul style="list-style-type: none"> <li>• Consumer documents (e.g., warranties, manuals, contracts, applications)</li> <li>• Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes)</li> <li>• How-to articles</li> <li>• Brochures, fliers</li> <li>• Schedules</li> <li>• Website pages</li> </ul>