

QUEST Grade 4 ELA Post Blueprint

STANDARD	Reading Standards for Literature	ITEM TYPE	DOK	BLOOM'S	ITEMS	Percentage
	Key Ideas and Details					17%
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	MC Inline Choice	Recall Skill/Concept	Comprehension Knowledge	2	5%
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	MC	Skill/Concept	Comprehension	2	5%
	Craft and Structure					
4.RL.4	Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.	MC MS	Recall Skill/Concept	Comprehension Application	2	5%
4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.	MC	Strategic Thinking	Comprehension	1	2%
STANDARD	Reading Standards for Informational Text	ITEM TYPE	DOK	BLOOM'S	ITEMS	Percentage
	Key Ideas and Details					20%
4.RI.1	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Inline Choice	Skill/Concept	Application	1	2%
4.RI.3	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Inline Choice Drag & Drop EBSR	Skill/Concept Strategic Thinking	Analysis Comprehension	3	7%
	Craft and Structure					
4.RI.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.	MC	Skill/Concept	Application	1	2%
4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	MC	Strategic Thinking	Analysis	1	2%
	Integration of Knowledge and Ideas					
4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	MS	Skill/Concept	Comprehension	2	5%
STANDARD	Writing Standards	ITEM TYPE	DOK	BLOOM'S	ITEMS	Percentage
	Text Types and Purposes					7%
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	Hot Text	Skill/Concept	Application	1	2%

4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	MC	Skill/Concept	Application	1	2%
Production and Distribution of Writing						
4.W.5	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 4).	MC	Skill/Concept	Application	1	2%
Research to Build and Present Knowledge						
4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	Hot Text	Skill/Concept	Application	1	2%
STANDARD	Speaking and Listening Standards	ITEM TYPE	DOK	BLOOM'S	ITEMS	Percentage
	Comprehension and Collaboration					2%
4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.	MC	Skill/Concept	Comprehension	1	2%
STANDARD	Language Standards	ITEM TYPE	DOK	BLOOM'S	ITEMS	Percentage
	Conventions of Standard English					10%
4.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)	MC	Recall	Application	1	2%
4.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	MC	Recall	Application	1	2%
Vocabulary Acquisition and Use						

4.L.4	<p>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.</p> <p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	MC	Skill/Concept	Application	1	2%
4.L.6	<p>Acquire and accurately use 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).</p>	MC	Recall	Application	1	2%
		EBSR 4.17% Graphic Drag & Drop 4.17% Hot Text 8.33% Inline Choice 4.17% Inline Item Choice 8.33%	Recall 20.83% Skill/Concept 58.33% Strategic Thinking 20.83%	Analysis 12.50% Application 45.83% Comprehension 37.50% Knowledge 4.17%	24	