

## PA Core Instructional Shifts in ELA/Literacy

1. Balancing informational and literary text
2. Knowledge in the disciplines
3. Staircase of complexity
4. Text based answers
5. Writing from sources
6. Academic vocabulary

## Diagnostic Category Skills List

### Key Ideas and Details—Literature Text

- Refer to text to support inferences.
- Determine theme.
- Summarize text.
- Describe a character, setting, or event in a text.



Additional Materials and Resources can be found at:

<http://www.pdesas.org/>

or

<https://pa.drctdirect.com/>

## CLASSROOM DIAGNOSTIC TOOLS

### ELA: Reading Grade 4 Grade Level Summary and Diagnostic Category Skills List

The English Language Arts summary for grade 4 describes the performance in English Language Arts that students in grade 4 are expected to demonstrate. The PA Core Instructional Shifts in ELA/Literacy represent the most significant shifts for student learning and thinking about assessment found in the PA Core Standards. The Diagnostic Category Skills List provides descriptions of skills that students can be expected to demonstrate within each Diagnostic Category while taking the Classroom Diagnostic Tools for Reading. While this list does not include every possible skill that students may encounter within the CDT, it does provide a representative sample for each diagnostic category.



**SAS** Standards  
Aligned  
System

## **ELA Grade 4 Summary**

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, analyze, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one text to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

(Adapted from Washington State's Essential Academic Learning Requirements)

### **Key Ideas and Details—Informational Text**

- Refer to text to support inferences.
- Determine main idea and its support.
- Summarize text.
- Explain events, procedures, ideas, steps, or concepts.

### **Craft and Structure, and Integration of Knowledge and Ideas—Literature Text**

- Compare points of view.
- Compare similar approaches to themes and topics.

### **Craft and Structure, and Integration of Knowledge and Ideas—Informational Text**

- Compare firsthand and second hand accounts.
- Describe structure of texts and text features.
- Explain author's use of reasons and evidence.
- Integrate information from two texts.
- Interpret text features and their connections to text.

### **Vocabulary Acquisition and Use**

- Determine meaning of words or phrases.
- Explain figurative language.