

Idaho Alternate Assessment English Language Arts Blueprint



Grade 4

IDAA ENGLISH LANGUAGE ARTS ITEM DISTRIBUTION ACROSS STRANDS: 40 ITEMS

Strand	Minimum Items	Maximum Items	% of Items Per Strand
Reading Informational Text	11	13	27-33%
Reading Literary Text	11	13	27-33%
Writing	8	10	20-25%
Language	8	10	20-25%

READING INFORMATIONAL TEXT ITEMS ACROSS STANDARDS: 11 TO 13 ITEMS

Reading Informational Text	Minimum Items	Maximum Items
E.RI.h: Locating key ideas using text features	0	3
E.RI.i: Identifying central ideas and supporting details	0	3
E.RI.j: Interpret and organize information	0	3
E.RI.k: Analyze or compare texts or parts of texts	0	3
E.RI.l: How graphics/visuals support central ideas	0	3

READING LITERACY TEXT ITEMS ACROSS STANDARDS: 11 TO 13 ITEMS

Reading Literacy Text	Minimum Items	Maximum Items
E.RL.h: Describing relationships among characters, settings, events	0	3
E.RL.i: Using evidence to summarize or make and support inferences	0	3
E.RL.k: Identifying central ideas and key details to derive purpose, message, theme	0	3
E.RL.l: Analyze character development and character traits	0	3
E.RL.m: Describe author's craft (literary devices, dialogue, POV)	0	3

WRITING ITEM DISTRIBUTION: 8 TO 10 ITEMS

Writing items are distributed across Informational Writing, Literary Writing, and Persuasive Writing, as outlined in the tables below.

Informational Writing Items Across Standards: 2 to 4 Items

Informational Writing	Minimum Items	Maximum Items
E.WI.l: Use note-taking and organizational strategies to organize information	0	1
E.WI.m: Write an introduction of several sentences that sets context and states a focus/controlling idea	0	1
E.WI.n: Select relevant facts, details, or examples to support the controlling idea	0	1
E.WI.o: Present factual information about subtopics of larger topics, grouping relevant details using several sentence types	0	1
E.WI.q: Writing a conclusion or concluding statement	0	1

Literary Writing Items Across Standards: 2 to 4 Items

Literary Writing	Minimum Items	Maximum Items
E.WL.i: Using strategies to develop and organize ideas	0	1
E.WL.j: Writing an introduction of several sentences/lines that sets the context/situation & “hooks” readers	0	1
E.WL.k: Taking and sustaining a point of view as storyteller seeing the situation through his/her eyes; developing characters and advancing plot	0	1
E.WL.l: Elaborating with precise language and concrete and sensory details; using varied sentence types and transitions	0	1
E.WL.m: Writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned	0	1

Persuasive Writing Items Across Standards: 2 to 4 Items

Persuasive Writing	Minimum Items	Maximum Items
E.WP.j: Developing an understanding of a topic/text by locating and using note-taking strategies to record and organize information relating to opposing sides of an issue	0	1
E.WP.k: Writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/text	0	1
*E.HD.l: Selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary	0	1
E.WP.m: Stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connection using transitions	0	1
E.WP.n: Writing a conclusion or concluding statement that links back to the focus and helps to summarize key reasons	0	1

***NOTE 1:** Refer to E.HD.l on page 190 of the [Extended Content Standards Core Content Connectors for ELA](#)

LANGUAGE ITEMS ACROSS STANDARDS: 8 TO 10 ITEMS

Language items are distributed across language and writing across all types.

Language Items Across Standards

Language	Minimum Items	Maximum Items
E.RWL.i: Determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary).	0	2
E.RWL.j: Integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed.	0	2
E.RWL.k: Distinguishing literal from figurative meanings of words and phrases used in different contexts.	0	2

Writing Across All Types Items Across Standards

Writing: Across All Types	Minimum Items	Maximum Items
4.WA.5: Use relative pronouns and relative adverbs in writing.	0	1
4.WA.6: Use prepositional phrases in writing.	0	1
4.WA.9: Use correct capitalization in writing.	0	1
4.WA.10: Use commas and quotation marks in writing.	0	1
4.WA.11: Spell words correctly in writing, consulting references as needed.	0	1
4.WA.12: Choose words and phrases for appropriate effect (e.g., to inform) within writing.	0	1
4.WA.13: Use grade appropriate general academic and domain-specific vocabulary accurately within writing.	0	1

CORRECTIONS

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- Note 1: Progress Indicator E.HD.I appears twice in the Grade 4 Extended Content Standards Core Content Connectors (under Habits and Dispositions and Persuasive Writing). The Progress Indicator E.HD.I that appears under Persuasive Writing was likely a typographic error in the original Extended Content Standards Core Content Connectors document that was adopted. Therefore, a note was added to direct the reader to the Progress Indicator E.HD.I in the Persuasive Writing section on page. 190.