

Reading - Fourth Grade

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Learning Expectations:

1. 1.01 Continue to develop oral language and listening skills.
2. 1.02 Demonstrate knowledge of concepts of print.
3. 1.03 Expand reading skills through phonemic awareness.
4. 1.04 Use decoding strategies to read unfamiliar words.
5. 1.05 Read to develop fluency, expression, accuracy, and confidence.
6. 1.06 Expand reading vocabulary.
7. 1.07 Reading strategies to facilitate comprehension.
8. 1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
9. 1.09 Develop appropriate information skills and study skills to facilitate learning.
- 10.1.10 Develop skills to facilitate reading to learn in a variety of content areas.
- 11.1.11 Read independently for a variety of purposes.
- 12.1.12 Experience various literary and media genres.
- 13.1.13 Develop and sustain a motivation for reading.

Accomplishments:

1. 4.1.01 Continue to develop oral language and listening skills.
 1. Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
 2. Use established rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback).
 3. Understand, follow, and give oral multi-step directions which may include illustrations.
 4. Formulate and respond to questions from teachers and other group members.
 5. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
 6. Summarize orally what has been learned or accomplished after completing an activity or assignment.
 7. Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science projects).
 8. Present and/or perform original or published literary work with a group and/or individually.
 9. Use different voice levels and speech patterns for small groups, informal discussions, and reports.
 10. Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).
 11. Participate in recitations of assigned/self-selected passages.
2. 4.1.02 Demonstrate knowledge of concepts of print.
 1. Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and

- index).
- 2. Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars).
- 3. Recognize different forms of text (e.g., poems, plays, drama, letters, ads, biographies).
- 3. 4.1.03 Expand reading skills through phonemic awareness.
 - 1. Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, books on tape, sound effects, read alouds).
 - 2. Understand rhyming patterns in printed materials.
 - 3. Respond and analyze the effects of the sounds of language (e.g., alliteration, onomatopoeia, rhythm, beat).
- 4. 4.1.04 Use decoding strategies to read unfamiliar words.
 - 1. Continue to use knowledge of letter-sound correspondence and structural analysis to decode words.
 - 2. Expand understanding and use of root words, prefixes, and suffixes to decode words.
 - 3. Use syllabication to decode words.
 - 4. Understand, recognize, and use spelling patterns and word families to decode words.
 - 5. Decode unknown grade level words by utilizing learned strategies (e.g., reading ahead, drawing upon prior knowledge) to verify word meanings within the context.
- 5. 4.1.05 Read to develop fluency, expression, accuracy, and confidence.
 - 1. Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, recorded reading, echo reading).
 - 2. Read with fluency and confidence from a variety of texts (e.g., poetry, drama, current events, novels).
 - 3. Participate in guided oral reading.
 - 4. Read orally using appropriate pronunciation, expression, and rate.
 - 5. Adjust speed based on the purpose for reading and reading level.
 - 6. Read independently daily.
- 6. 4.1.06 Expand reading vocabulary.
 - 1. Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
 - 2. Build vocabulary through frequent read alouds.
 - 3. Infer word meanings using roots, prefixes, and suffixes.
 - 4. Determine the meaning of unfamiliar words using context clues, dictionaries, glossaries, and other resources.
 - 5. Use appropriate synonyms, antonyms, and homonyms.
 - 6. Foster word consciousness (e.g., word play, word walls and word sorts).
 - 7. Continue to use context clues to determine the correct meaning/usage of multiple meaning words.
 - 8. Select the correct word to complete an analogy.
 - 9. Build vocabulary by reading from a wide variety of text and literary genres.
- 7. 4.1.07 Employ pre-reading strategies to facilitate comprehension.
 - 1. Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).
 - 2. Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing).
 - 3. Explore significant words to be encountered in selected/assigned text.
 - 4. Preview text using text features (e.g., illustrations/pictures, graphs, diagrams, and headings).

5. Make predictions about text using text features (e.g., title, author, illustrations, and text format).
6. Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.
8. 4.1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.
 1. Derive meaning while reading by
 1. formulating clarifying questions.
 2. predicting outcomes based upon prior knowledge and adjusting appropriately.
 3. using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
 4. creating mental images.
 5. expressing reactions and personal opinions to a selection.
 6. making inferences.
 7. verifying or modifying the pre-reading purpose.
 8. drawing conclusions based on evidence gained.
 2. Check for understanding after reading by
 1. indicating sequence of events in fiction and nonfiction selections.
 2. selecting main idea and supporting details from text.
 3. identifying the author's purpose (e.g., to entertain, to inform, to explain).
 4. discussing similarities and differences in events and characters using evidence cited in two or three text(s).
 5. selecting information to meet a specific purpose.
 6. stating reasonable generalizations in reference to two pieces of text on a similar topic.
 7. locating information to support opinions, predictions, and conclusions.
 8. identifying cause and effect relationships.
 9. distinguishing between fact/opinion and reality/fantasy.
 10. identifying and interpreting figurative language (e.g., idioms, similes, metaphors, personification).
 11. recognizing the theme of a single passage.
 12. reflecting upon comprehension strategies utilized to make meaning from text.
9. 4.1.09 Develop appropriate information skills and study skills to facilitate learning.
 1. Use and discern appropriate reference sources in various format (e.g., interviews with family and community; encyclopedias, card/electronic catalogs, almanacs, magazines, and newspapers).
 2. Use media (e.g., photographs, films, videos, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.
 3. Use current technology as a research and communication tool for personal interest, research, and clarification.
 4. Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, and diaries; and internet sites).
 5. Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.
 6. Skim materials to develop a general overview of content or to locate specific information.
 7. Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, tables, timelines).
 8. Develop an awareness of the effects of media (e.g., television, print materials, radio,

- internet, magazines) on daily life.
9. Gather and record information on a research topic using two different sources.
- 10.4.1.10 Develop skills to facilitate reading to learn in a variety of content areas.
1. Develop and maintain vocabulary specific to content and to current events.
 2. Locate information using available text features (e.g., maps, charts, graphics, appendices, and tables of contents).
 3. Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
 4. Use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources, asking for help).
 5. Determine the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies).
- 11.4.1.11 Read independently for a variety of purposes.
1. Read for literary experience.
 2. Read to gain information.
 3. Read to perform a task.
 4. Read for enjoyment.
 5. Read to expand vocabulary.
 6. Read to build fluency.
- 12.4.1.12 Experience various literary and media genres.
1. Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, films, video) genres.
 2. Determine the problem of a story, discover its solution, and consider alternate solutions.
 3. Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.
 4. Identify and describe the main and minor characters, considering the importance of their actions, motives, and appearances.
 5. Make inferences about print and non-print text.
 6. Compare and contrast events and characters using evidence cited from print and non-print text(s).
 7. Compare and contrast different versions/representations of the same stories/events that reflect different cultures.
 8. Summarize selected passages.
 9. Distinguish between first and third person points of view.
 10. Explore the concept of theme.
 11. Recognize and understand basic literary devices (e.g., imagery, simile, metaphor, personification).
- 13.4.1.13 Develop and sustain a motivation for reading.
1. Visit libraries/media centers and book fairs to explore books.
 2. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others).
 3. Read daily from self-selected materials.
 4. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).
 5. Begin a personal reading list or reading log/journal to reflect reading progress and accomplishments.
 6. Experience and develop an awareness of literature that reflects a diverse society.
 7. Choose to read as a leisure activity.

Benchmarks/Indicators

Performance Indicators State

As documented through state assessment -

At Level 1, the student is able to

1. 4.1.spi.1. identify correctly used capital letters with names, dates, and addresses, and at the beginning of sentences within context.
2. 4.1.spi.2. use table of contents, title page, and glossary to locate information.
3. 4.1.spi.3. use prefixes, suffixes and root words as aids in determining meaning within context.
4. 4.1.spi.4. recognize plot features of fairy tales, folk tales, fables, and myths.
5. 4.1.spi.5. identify characters, setting, and plot in a passage.

At Level 2, the student is able to

1. 4.1.spi.6. determine the problem of a story and recognize its solution.
2. 4.1.spi.7. identify grade level compound words, contractions, and common abbreviations within context.
3. 4.1.spi.8. use headings, graphics, and captions to make meaning from texts.
4. 4.1.spi.9. select appropriate synonyms, antonyms, and homonyms within context.
5. 4.1.spi.10. determine the meaning of unfamiliar words/multiple meaning words using context clues, dictionaries, and glossaries.
6. 4.1.spi.11. recognize and use grade appropriate vocabulary within text.
7. 4.1.spi.12. evaluate texts for elements of fact/opinion and reality/fantasy.
8. 4.1.spi.13. distinguish between fact and opinion within text.
9. 4.1.spi.14. interpret information using a chart, map, or timeline.
10. 4.1.spi.15. use available text features (e.g., graphics, glossaries, and illustrations) to make meaning from text.
11. 4.1.spi.16. indicate the sequence of events in print (fiction and non-fiction) and in non- print texts.
12. 4.1.spi.17. make predictions about text.
13. 4.1.spi.18. select questions to clarify thinking.
14. 4.1.spi.19. identify different forms of text (e.g., poems, drama, fiction, non-fiction).
15. 4.1.spi.20. recognize cause and effect relationships within text.

At Level 3, the student is able to

1. 4.1.spi.21. identify and interpret similes and metaphors.
2. 4.1.spi.22. determine appropriate inferences and draw conclusions from text.
3. 4.1.spi.23. select sources from which to gather information on a given topic.
4. 4.1.spi.24. locate information to support opinions, predictions, and conclusions.
5. 4.1.spi.25. identify the author's purpose (to entertain, to inform, to persuade, to share feelings).
6. 4.1.spi.26. recognize the sounds of language (i.e., alliteration, rhyme, and repetition).
7. 4.1.spi.27. choose a logical word to complete an analogy using synonyms and antonyms.

Performance Indicators Teacher

As documented through teacher observation-

At Level 1, the student is able to

1. 4.1.tpi.1 listen attentively by facing the speaker, asking questions and paraphrasing.

2. 4.1.tpi.2 use established rules of conversation consistently (taking turns, raising hands).
3. 4.1.tpi.3. decode words using learned strategies.
4. 4.1.tpi.4. demonstrate an awareness of the sounds of language, including rhyming patterns.
5. 4.1.tpi.5. reflect punctuation while reading.
6. 4.1.tpi.6. formulate and respond to questions from teacher and other group members.

At Level 2, the student is able to

1. 4.1.tpi.7. identify a purpose for reading
2. 4.1.tpi.8. understand, follow and give oral multi-step directions.
3. 4.1.tpi.9. preview the text to activate prior knowledge.
4. 4.1.tpi.10. read and recognize various literary genres (e.g., poems, plays, chapter books and textbooks).
5. 4.1.tpi.11. use metacognitive strategies to improve comprehension.
6. 4.1.tpi.12. predict outcomes based on prior knowledge and adjust as additional knowledge is acquired.
7. 4.1.tpi.13. express personal opinions and reactions to text (e.g., reading journal).
8. 4.1.tpi.14. relate literary experiences, (e.g., literacy circles, written/oral reports).
9. 4.1.tpi.15. summarize materials read and/or lessons learned.
- 10.4.1.tpi.16. connect life experiences to texts read.
- 11.4.1.tpi.17. respond creatively to texts.
- 12.4.1.tpi.18. use common text features to enhance understanding.
- 13.4.1.tpi.19. read aloud frequently using appropriate expression and rate.
- 14.4.1.tpi.20. read fluently basic grade-appropriate selections.
- 15.4.1.tpi.21. make connections among various texts showing similarities and differences related to setting, events, and characters.

At Level 3, the student is able to

1. 4.1.tpi.22. organize prior knowledge, using a variety of strategies (e.g., brain-storming, graphic organizers, webbing, and mapping).
2. 4.1.tpi.23. use content specific vocabulary.
3. 4.1.tpi.24. use library media sources to access information (e.g., encyclopedias, Internet, electronic catalog).
4. 4.1.tpi.25. compare and contrast elements of stories from different cultures.
5. 4.1.tpi.26. extend ideas presented in text.
6. 4.1.tpi.27. read daily and independently.
7. 4.1.tpi.28. recognize propaganda techniques (i.e., bandwagon, loaded words, testimonials).
8. 4.1.tpi.29. deliver an oral presentation on an assigned topic.
9. 4.1.tpi.30. verify the meaning/usage of a multiple-meaning word through the use of a dictionary or thesaurus.
- 10.4.1.tpi.31. draw conclusions from evidence within the text.