

Grade 4
Student Friendly

Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge	<u>Student Friendly</u>
R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...	
No GLE at this grade level	
Early Reading Strategies (ERS:2) Concepts of Print	<u>Student Friendly</u>
R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...	
No GLE at this grade level	
READING FLUENCY and ACCURACY (F&A)	<u>Student Friendly</u>
(R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.) R:F&A: Reads grade-level appropriate material with...	
R:F&A:4:1.1: Accuracy: reading material appropriate <u>for grade 4</u> with 90-94% accuracy (See Appendix F for sample titles.)	Everyday, I will practice reading carefully, to become a better reader.
R:F&A:4:1.2: Fluency: reading with oral fluency rates of <u>at least 115-140</u> words correct per minute (Students' rates of reading will and should vary in response to text difficulty, purpose of reading, and other factors.) (See Appendix C for suggested rates.)	I will <u>make my reading fluent (sound like talking).</u>
R:F&A:4:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue	I will pay attention to the punctuation, italics and dialogue (text features) to read with correct phrasing and expression.
WORD IDENTIFICATION SKILLS and STRATEGIES (WID)	<u>Student Friendly</u>
R:WID: Applies word identification/ decoding strategies by ...	
R:WID:4:1.1: Identifying multi-syllabic words by using knowledge of <u>sounds, six syllable types*/syllable division</u> , or word patterns (including prefixes, and suffixes) (*See Appendix B for the six syllable types.)	I will use my knowledge of <u>syllables</u> , sounds, prefixes, and suffixes or word patterns to decode (identify) unfamiliar words.
R:WID:4:1.2: <u>Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns</u>	I will use _____ to read multi-syllabic (more than one syllable) words. <ul style="list-style-type: none"> • Sounds • Syllables • Word Patterns
R:WID:4:1.3: Reading grade-level appropriate words (in connected text) with automaticity	I will read fourth grade words with automaticity (quickly).
R:WID:4:1.4: Reading grade- appropriate words (including irregularly spelled words)	I will read fourth grade high-frequency words.
R:WID:4:1.5: No stem at this grade level	
R:WID:4:1.6: No stem at this grade level	

Grade 4
Student Friendly

VOCABULARY STRATEGIES (V:1)	<u>Student Friendly</u>
<p>(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:V:1: Students identify the meaning of unfamiliar vocabulary by...</p>	
<p>R:V:4:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)</p>	<p>I will use strategies and resources to help me understand the meaning of words.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Prefixes • Suffixes • Base Words • Context Clues • Prior Knowledge <p>Resources</p> <ul style="list-style-type: none"> • Dictionaries <p>Glossaries</p>
BREADTH of VOCABULARY (V:2)	<u>Student Friendly</u>
<p>R:V:2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...</p>	
<p>R:V:4:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or <u>shades of meaning</u> EXAMPLE (of <u>shades of meaning</u>): cold, freezing</p>	<p>I will identify synonyms, antonyms or homonyms/homophones or <u>shades of meaning</u> (cold/freezing).</p>
<p>R:V:4:2.2: Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or <u>precise vocabulary</u> EXAMPLE (precise vocabulary): In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious</p>	<p>I can select the most suitable or <u>precise word</u> to fit the meaning of a passage.</p>
<p>R:V:4:2.3: No stem at this grade level</p>	

Grade 4
Student Friendly

INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1)	Student Friendly
(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:LT:1: Demonstrate initial understanding of elements of literary texts by...	
R:LT:4:1.1: Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or <u>identifying any significant changes in character(s) over time</u>	I will identify/describe the following in a story: <ul style="list-style-type: none"> • Characters • Setting • Problem/Solution • Major Events • Plot (storyline) • <u>How Characters Change</u>
R:LT:4:1.2 Paraphrasing or summarizing key ideas/plot, with <u>major events sequenced</u> , as appropriate to text	I will paraphrase (use my own words) to summarize the key ideas/plots with <u>major events sequenced</u> .
R:LT:4:1.3: Generating questions before, during, and after reading to enhance recall , expand understanding and/or gain new information	I will ask myself questions before, during, and after reading to help me remember, understand, and learn new information.
R:LT:4:1.4: Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairytales, fantasy, fables, realistic fiction, <u>folktales, historical fiction</u>)	I will identify the characteristics of the following literary texts (fiction). <ul style="list-style-type: none"> Poetry Plays Realistic Fiction Fairy Tales Fables Tall Tales Fantasy <u>Folktales</u> <u>Historical fiction</u>
R:LT:4:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, <u>simile</u> , description, or dialogue	I will identify the following in text: <ul style="list-style-type: none"> Rhyme Dialogue Alliteration Description <u>Simile</u>

Grade 4
Student Friendly

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2)	<u>Student Friendly</u>
(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...	
R:LT:4:2.1: Making logical predictions	I will make logical predictions.
R:LT:4:2.2: Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits	I will describe the main characters' physical characteristics. I will describe the main characters' personality traits using examples of thoughts, words, or actions.
R:LT:4:2.3: <u>Making inferences</u> about problem, conflict, or solution EXAMPLE: What influenced the father's decision to let his son try the climb?	I will <u>make inferences</u> about a text's problem, conflict, or solution.
R:LT:4:2.4: Identifying who is telling the story	I will identify who is telling a story.
R:LT:4:2.5: Identifying author's message or <u>theme</u> EXAMPLE: What was the author trying to say about friendship in this story? (e.g., friendship begins with accepting differences)	I can identify the author's message or <u>theme</u> .
R:LT:4:2.6: <u>Identifying causes or effects, including possible motives of characters</u>	I will <u>identify causes and effects including possible motives of characters (why they do the things they do)</u> .
R:LT:4:2.7: is subsumed under R:LT:4:2.6	
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:3)	<u>Student Friendly</u>
(R:LT:3: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:LT:3: Analyze and interpret author's craft, citing evidence where appropriate by ...	
R:LT:4:3.1: <u>Demonstrating knowledge of</u> use of literary elements and devices (i.e., imagery, exaggeration) to interpret intended meanings	I will <u>explain</u> how the author uses his/her writing (literary elements and devices such as imagery and exaggeration) to help me understand text.
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:4)	<u>Student Friendly</u>
R:LT:4: Generates a personal response to what is read through a variety of means by...	
R:LT:4:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books	I will compare what I have read to my own experiences, things that I already know, and other books that I have read.
R:LT:4:4.2: No stem at this grade level	

Grade 4
Student Friendly

INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1)	<u>Student Friendly</u>
<p>(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p>	
<p>R:IT:4:1.1a: Obtaining information from text features (e.g., table of contents, glossary, <u>index</u>, <u>transition words/phrases</u>, bold or italicized text, headings, <u>subheadings</u>, graphic organizers, charts, graphs, or illustrations)</p>	<p>I will use text features such as ___ to help me find information.</p> <ul style="list-style-type: none"> • Glossary • Charts • Graphs • Diagrams • Illustrations • Table of contents • Basic Transition Words • Bold or Italicized Text • Headings • Graphic Organizers • <u>Index</u> • <u>Transition words/ phrases</u> • <u>Subheadings</u>
<p>R:IT:4:1.1b: Obtaining information from text features (e.g., <u>maps</u>, <u>diagrams</u>, <u>tables</u>, <u>captions</u>, <u>timelines</u>)</p>	<p>I will use the following text features to help me find information:</p> <ul style="list-style-type: none"> • <u>Maps</u> • <u>Diagrams</u> • <u>Tables</u> • <u>Captions</u> • <u>Timelines</u>
<p>R:IT:4:1.2: Using information from the text to answer questions related to explicitly stated main/central ideas or <u>key details</u></p>	<p>I will answer questions about the main/central idea and <u>key details</u>.</p>
<p>R:IT:4:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, <u>paraphrasing</u>, or <u>summarizing</u>)</p>	<p>I will organize information on graphic organizers to <u>paraphrase (tell in my own words)</u> or <u>summarize</u> the main/central ideas or details.</p>
<p>R:IT:4:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.</p>	<p>I will think up questions before, during and after reading to remember and understand new information.</p>
<p>R:IT:4:1.5: Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, <u>encyclopedias</u>, children’s magazines, content trade books, textbooks, <u>student newspapers</u>; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)</p>	<p>I will identify the characteristics of the following informational texts (facts):</p> <p>Reference</p> <ul style="list-style-type: none"> Dictionaries Magazines Trade books <u>Newspapers</u> Glossaries Textbooks <u>Encyclopedias</u> <p>Practical/Functional Texts</p> <ul style="list-style-type: none"> Procedures/ Instructions Announcements Book Orders Invitations

Grade 4
Student Friendly

Grade 4
Student Friendly

ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2)	<u>Student Friendly</u>
(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...	
R:IT:4:2.1: Connecting information <i>within</i> a text or <u>across</u> texts	I will find and compare information in different parts of a text and <u>between</u> texts.
R:IT:4:2.2: <u>Synthesizing</u> information within or across text(s) (e.g., constructing appropriate titles; or <u>formulating</u> assertions or <u>controlling</u> ideas	I will read a variety of texts to find facts and form opinions.
R:IT:4:2.3: <u>Drawing inferences</u> about text, including author’s purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant	I will form conclusions, make judgments, and express opinions. I will make inferences about the text and determine <u>author’s purpose (inform, explain, entertain)</u> .
R:IT:4:2.4 Distinguishing fact from opinion	I will tell the differences between fact and opinion.
R:IT:4:2.5: Making inferences about causes or effects	I will make inferences about cause and effect to help me understand information.
READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)	<u>Student Friendly</u>
(R:RS:1: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.) R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...	
R:RS:4:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues,)	I will correct my reading when I know it doesn’t make sense, sound right, or look right.
R:RS:4:1.2: Subsumed in R:RS:4:1.1	
READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)	
(R:RS:2: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.) R:RS:2: Uses comprehension strategies (with flexibility and as needed)...	
R:RS:4:2.1: before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; <u>sampling a page for readability</u> ; <u>summarizing</u> ; predicting and making text based inferences; determining importance; generating literal and clarifying questions; constructing sensory images(e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); locating and using text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or <u>using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification)</u> (See also Appendix D)	Before, during, and after reading I will the following strategies to help me understand literary and informational text. <ul style="list-style-type: none"> • Prior knowledge • <u>Readability (checking if the book is a good fir for me)</u> • Predicting • Inferences • Ask questions • Making pictures in my mind • Making connections • Determining importance • Asking literal_and clarifying questions • Locating and using text features (transition words, subheadings, bold/italicized print, parts of the book) <u>Text structure clues (chronological, cause/effect, compare/contrast, proposition and support description).</u>

Grade 4
Student Friendly

BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:1)	<u>Student Friendly</u>
R:B:1: Demonstrates the habit of reading widely and extensively* by...	
R:B:4:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	I will spend lots of time reading in-school, out-of school, and during the summer.
R:B:4:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (See Appendix A)	I will read a variety of genres.
R:B:4:1.3: Reading multiple texts for depth of understanding an author or genre	I will read a variety of texts to develop a strong understanding of an author or genre.
BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:2)	<u>Student Friendly</u>
*Materials should be at the student's instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.	
R:B:2: Demonstrates participation in a literate community by...	
R:B:4:2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will choose books on my reading level that interest me.
R:B:4:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	I will talk in a group about books I have read writing I have done. I will listen to others talk about books they have read and writing they have done.
BREADTH OF READING: READING FOR RESEARCH ACROSS CONTENT AREAS (B:3)	<u>Student Friendly</u>
*Research materials should be at the student's instructional and independent reading levels, including print and non-print texts.	
R:B:3:3: Research* by reading multiple sources (including print and non-print texts) to report information by...	
R:B:4:3: Research* by reading multiple sources (including print and non-print texts) to report information, or to <u>formulate a judgment</u> by...	
R:B:5:3: Research* by reading multiple sources (including print and non-print texts) to report information, <u>solve a problem</u>, or to formulate a judgment by...	
R:B:4:3.1: Using sources provided	I will use different resources to do research.
R:B:4:3.2: Evaluating information presented in terms of relevance	I will find and use information that is appropriate to my research topic.
R:B:4:3.3: Gathering information and using a given structure (e.g., chart, diagram. Outline, etc.) to organize it	I will use graphic organizers to organize the information I have gathered.
R:B:4:3.4: Using evidence to support conclusions	I will use information to support my conclusions (what I think).