Grade 4
Reading Support Materials for Standards Based Report Card

Report Card Indicators		4th Grade Level Expectations (1st MP =Q 2nd MP=R 3rd MP=S)
Foundations of Reading Standards and Expectations	**Common Core Standards**	**Students will be able to……**
Applies word analysis strategies	**RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.**	● Use combined knowledge of all letter-sound correspondences. Syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Reads grade level text fluently	**RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**	● Read grade-level text with sufficient fluency and accuracy. ● Read grade-level text with purpose and understanding. ● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reads routinely over extended time	**RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.** **RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	● Demonstrate active reading during independent reading time in school and at home.
Reading Fiction and Nonfiction Skills and Expectations	**Standards**	**Students will be able to…**

Uses the text as a reference to draw inferences and explain the text's explicit meaning	**RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.** **RI 4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	● Refer to details and examples in literature and informational text when explaining what the text says explicitly and when drawing inferences from the text.
Describes a character, setting, event, ideas, procedures, or concepts from a text using details	**RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).** **RI 4.3: Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**	● Use specific details from a text to describe a character, setting or event in a story or drama. ● Use specific details from an informational text to describe events, procedures, ideas or concepts. ● Use specific details from an informational text to explain cause and effect relationships.
Identifies, explains and contrasts the organizational features of texts.	**RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or**	● Explain text structures of various genres. ● Describe structural elements of stories, drama and poems. ● Will use academic language when referring to structural elements. ● Describe how events, ideas, concepts or information is organized in an informational text.

	speaking about a text. **RI.4.5: Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**	
Compares and contrasts point of view, theme, characters, texts, or topics	**RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.** **RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.** **RL.4.7: Make connections between texts of a story or drama and a visual or oral presentation of the text; identifying where each version reflects specific descriptions and directions in a text.** **RL 4.9: Compares and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.**	● Compare and contrast the point of view from which different stories are narrated. ● Compare and contrast a firsthand and secondhand account of the same event or topic. ● Make connections between texts of a story or drama and a visual or oral presentation of the same text. ● Compare and contrast similar themes, topics and patterns of events across a variety of genres.
Uses visual elements in a text to gain meaning (picture, chart, etc.)	**RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive**	● Interpret information presented in formats such as charts, graphs, diagrams, timelines, animations or interactive elements on Web pages and explain how the information contributes to an

	elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	understanding of the text in which it appears.
Integrates information from two texts on the same topic	**RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**	● Use two texts on the same topic to gather and synthesize information in order to write or speak about it knowledgably.
Applies reading strategies with scaffolding to complex texts	**RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.** **RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	● Records use of active reading strategies when reading complex texts (questioning, predicting, reacting to the text, etc.) ● Demonstrate understanding of literature by asking questions throughout about plot, characters, motives, etc. ● Demonstrate understanding of informational text by asking questions about concepts. ● Record answers to questions throughout reading using examples from the text.
Demonstrates understanding of author's craft in a text (ie, vocabulary, figurative language and domain-specific words	**RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant**	● Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in text:

	characters found in mythology. **RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.** **L.4.4: 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.** **L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	o including those that allude to significant characters found in mythology. o general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. o Using context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase. o Using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). o By consulting reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. ● Recognize and explain the meaning of common idioms, adages and proverbs. ● Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).