Reading Alignment--Grade 4

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| Reading Standards for Literature |  |  |  |
| Iowa Core Standard | Book Jacket | Assessment—Formative/Summative | Pupil Progress Notes (5-7-12) |
| Key Ideas & Details |  |  |  |
| Narrative Text 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. | Summarizes using key details and examples.  Makes inferences from text read. | Benchmarking F&P kit  Annotated Rubrics for Summarize and Synthesis Comprehension Toolkit  Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett’s The Secret Garden by explicitly referring to details and examples from the  text. [RL.4.1] | Reads and Comprehends Narrative Text RL.4.1, RL4.2, RL4.3 |
| RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | Determines central theme using key details in the text. | F&F Retelling Rubric  Reading Log Assessment in Making Meaning (JC) |  |
| RL.4.3. Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (a character's thoughts, words or actions). | Analyzes character development, setting or event and how it contributes to story plot and sequence. | F&F Retelling Rubric  Students read Natalie Babbitt’s Tuck Everlasting and describe in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene.  [RL.4.3] |  |
| RL.4.IA. 1. employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | F&P Benchmarking  F&P Guide for Observing and Noting Reading Behaviors | Applies reading strategies and skills in narrative text. RL.4.IA.1 |
| Craft and Structure |  |  |  |
| Narrative Text RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Herculean). | Determines the meaning of words and phrases. | Look for mythology passages  Dictionary  Thesauus  iPad | Determines meaning of words and phrases RL.4.4 |
| RL.4.5. Explain major differences between poems, dramas, and prose and refer to the structural elements of poems (verse, rhythm, meter) and drama (casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | Analyzes structure and differences between poems, dramas, and prose. | District created observation checklist noting reader’s theater, structural elements in poems, dramas and prose Anecdotal notes  Students refer to the structural elements (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer’s “Casey at the  Bat” when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem. [RL.4.5] | Analyzes differences between poems, dramas, and prose RL4.5 |
| RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between the first-and third-person narrations. | Compares and contrasts authors’ point of view. | District Created Observation Checklist noting point of view | Compares and contrasts authors’ point of view. RL.4.6 |
| Integrate Knowledge and Ideas |  |  |  |
| Narrative Text RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Makes connections between the text of a story or drama and a visual or oral presentation of the text. | District created rubric for Venn diagram  Students make connections between the visual presentation of John Tenniel’s illustrations in Lewis Carroll’s  Alice’s Adventures in Wonderland and the text of the story to identify how the pictures of Alice reflect specific  descriptions of her in the text. [RL.4.7] | Make connections between written and visual/oral versions of a text. RL.4.7 |
| RL.4.8. (not applicable to literature) |  |  |  |
| RL.4.9. Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures. | Compares and contrasts themes, topics and events in a variety of genres. | Venn diagram  District created observation checklist/rubric | Compare and contrast themes and story elements. RL.4.9 |
| Range and Text Complexity |  |  |  |
| Narrative Text 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. | Reads and comprehends fourth grade level stories, dramas and poetry independently and proficiently.  Enjoys reading to self and others. | F&P Guide for Observing and Noting Reading Behaviors  Benchmark kit  Anecdotal notes | Reads and comprehends fourth grade narrative texts independently. RL.4.10  Demonstrates positive reading behaviors. RL.4.10 |
| Reading Standards for Informational Text |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| Informational 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. | Uses key details and examples to make inferences from informational text read. | F&P Benchmark kit-non-fiction  National Geographic Assessments  Comprehension Toolkit annotated rubric-making inferences | Reads and comprehends informational text. RI.4.1, RI.4.2, RI.4.3, RI.4.8 |
| RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | Determines main idea of informational text, noting key and supporting details. | F&P Benchmark kit-non-fiction  National Geographic Assessments  Comprehension Toolkit annotated rubric-determining importance  F&F Retelling Rubric  Students determine the main idea of Colin A. Ronan’s “Telescopes” and create a summary by explaining how  key details support his distinctions regarding different types of telescopes. [RI.4.2 |  |
| 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. | Determines cause and effect relationships in content areas. | F&P Benchmark kit-non-fiction  National Geographic Assessments    F&F Retelling Rubric |  |
| RI.4.IA.1 Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | F&P Benchmarking kit  National Geographic Assessment  F&P Guide for Observing and Noting Reading Behavior | Applies reading strategies and skills in informational text. RI.4.IA.1 |
| Craft and Structure |  |  |  |
| Informational Text: 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. | Determines the meaning of content area vocabulary. | Vocabulary assessment (Marzano)?  F&P Vocabulary in Context-Non-fiction  Students determine the meaning of domain-specific words or phrases, such as crust, mantle, magma, and lava,  and important general academic words and phrases that appear in Seymour Simon’s Volcanoes. [RI.4.4] | Determines the meaning of content area vocabulary. RI.4.4 |
| RI.4.5. Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | Describes the overall structure of informational text. | F&P Guide for Observing and Noting Reading Behaviors  F&P Benchmarking-Non-fiction  Social Studies DBQ  District Created Rubric | Describe the structure of informational text. |
| 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. | Compares and contrasts accounts of the same event or topic. | Venn Diagram,  District created rubric  Anecdotal records  Social Studies DBQ  Students compare and contrast a firsthand account of African American ballplayers in the Negro Leagues to  a secondhand account of their treatment found in books such as Kadir Nelson’s We Are the Ship: The Story of  Negro League Baseball, attending to the focus of each account and the information provided by each. [RI.4.6] | Compare and contrast primary and secondary sources. |
| Integrate Knowledge and Ideas |  |  |  |
| Informational Text: RI.4.7. Interpret information presented visually, orally, or quantitatively (in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | Interprets information gained from text features. | **District created rubric**  Students interpret the visual chart that accompanies Steve Otfinoski’s The Kid’s Guide to Money: Earning It,  Saving It, Spending It, Growing It, Sharing It and explain how the information found within it contributes to an  understanding of how to create a budget. [RI.4.7] | Interprets text features. |
| RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. | Explains how an author uses reasons and evidence to support particular points in a text. | Comprehension Toolkit annotated rubric for determining importance  Anecdotal records  District created observation checklist  Students explain how Melvin Berger uses reasons and evidence in his book Discovering Mars: The Amazing  Story of the Red Planet to support particular points regarding the topology of the planet. [RI.4.8] |  |
| RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Integrates information from two texts on the same topic. | Comprehension Toolkit annotated rubric-Summarize and Synthesize  Social Studies DBQ  Anecdotal Records | Integrates information from two texts on the same topic. RI.4.9 |
| Range and Text Complexity |  |  |  |
| Informational Text RI.4.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Reads and comprehends fourth grade informational text including content area and technical texts independently and proficiently. | Reading logs  F&P Benchmark –non-fiction | Reads and comprehends fourth grade informational texts independently. RI.4.10 |
| Foundational Skills |  |  |  |
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| Print Concepts: |  |  |  |
| Phonological Awareness: |  |  |  |
| Phonics & Word Recognition: Know and apply grade level phonics and word analysis skills in decoding words. a) use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read accurately unfamiliar multi-syllabic words in and out of context. | Knows and applies fourth grade level phonics and word analysis skills in decoding words. | F&P Guide for Observing and Noting Reading Behaviors  Reading Benchmarks  F&P Phonics and Word Analysis, syllables, word features, word list gr 4 | Applies decoding skills with multi-syllabic words. |
| Fluency: read with sufficient accuracy and fluency to support comprehension. a) read on level text with purpose and understanding. b) read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) use context to confirm or self-correct word recognition and understanding, rereading if necessary. | Reads with sufficient accuracy and fluency to support comprehension. | F&P Benchmarks  F&P Six Dimensions Fluency Rubric  DIBELS  Running Records | Reads fluently to support comprehension. |