Reading Alignment--Grade 4

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| Reading Standards for Literature |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| 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. | Rubric-Kelly’s QAR, Toolkit  Using a poem & making an inference (CR, CV)  Infer the meaning of phrases/vocabulary (CR, CV)  Passage/inference-infer passage 2 column assessment-Roald Dahl Unit (CR, CV) | Making Meaning-Conferencing Rubric for the Individual Student, p. 148-149 (JC) |
| 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. | Rubric, Retelling (Doug F rubric)  Story Structure Assessment-Six Word Summary of Theme (CR, CV)  Using a poem & theme (CR, CV)  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 and how it contributes to story plot and sequence. | Rubric, Retelling (Doug F rubric)  Character Analysis-picture of person-thoughts, feelings, actions (WH)  Story Structure-Charlotte’s Web (HD)  Story Mapping VENN Diagrams (WR) | Character Development for Wilbur or Louis in Charlotte’s Web, Trumpet of Swan-beginning, middle, end (WR)  Check out Sarah Cooper’s Reteaching Power Points on Character Web, Story Structure |
| 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. | Six squares on a page with each comprehension strategy-inferences, connections, visualizing, determining importance, summarizing (WH)  Reading Response Journals (CL, WR)  Students’ reading goals selected from Café Menu-comprehension, accuracy, fluency, vocabulary (CL)  Assess writing in Reading Journal according to strategies/skills-making connections (JC) |  |
| 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 |  |
| 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. | 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.  Reader’s Theater-create/rubric (WH) |  |
| 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. | Rubric to include first and third person narrations | Graphic organizer T-chart (JC) |
| 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. | Venn diagram to reflect specific directions and descriptions of the text, visual representation | Charlotte’s Web visualizing quiz with rubric (WR) |
| 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 to reflect 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. |  |
| 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. | * Reads independently and shows excitement about reading * Chooses books to read that reflect interests, including fiction and nonfiction * Reads books at home * Talks about books with friends, parents/guardians and teachers   Stamina demonstrated by Sustaining reading of chapter books, often more than one hundred pages, over several days  Benchmark narratives, reading logs  Conferencing notes-range & text complexity (WH) |  |
| 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. | \*\*combine #1 #2  Inferencing Organizer (WH) | Inferring-articles pre & post test (HD)  Comprehension Tool Kit + CARS=articles (HD)  Fact/Question/Response (CL)  Café conferencing (JC) |
| 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. | \*\*combine #1 #2 | Time for Kids graphic organizer-“What’s the big idea?” (WH)  Main Idea-Comprehension Toolkit-assessment was made (HD)  Main Idea & details organizer-determine main idea of text (WH)  8 Topic Pie graphic organizer (WH) |
| 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. | 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.  Cause and effect in 4th grade content areas?? | Swingers lesson in Variables Unit-cause & effect of controlling variables (WH) |
| 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. | Expository benchmark, informational text comprehension | Code the text to hold thinking (CL)  Using background knowledge (CL)  Marking questions they have (CL) |
| 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)?  Russia vocabulary assessment (HD)  Beethoven/sound-vocabulary (HD) |  |
| 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. | Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (give examples of text passages and students identify text structure) |  |
| 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, Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |  |
| 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. | * Uses text features (table of contents, glossary, index, captions, diagrams, maps, charts) to expand meaning of text.   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. |  |
| 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. | rubric |  |
| 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. | BAW country reports |  |
| 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. | Demonstrates positive reading habits and attitudes   * Reads independently and shows excitement about reading * Chooses books to read that reflect interests, including fiction and nonfiction * Reads books at home * Talks about books with friends, parents/guardians and teachers * Sustains reading of chapter books, often more than one hundred pages, over several days * Expands and integrates knowledge of diverse literature: realistic fiction, historical fiction, adventures, humor, poetry   Reading logs, expository benchmarks  Need new assessments for National Geographic-nonfiction (JC) | Interest Inventories given at the beginning, middle, and end of the year (WR)  Digestive System Brochure-made during Human Body Science Unit (WH)  Management of small groups-reading assignments (WH)  Science Fair  Reading Journal-now done in a 3-ring binder with notebook paper (JC) |
| 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. | 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.  What would constitute the total grade—what assessments are included for demonstration of this?? |  |
| 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. | 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. |  |