

Reading Grade Expectations: Grade 4

Standard 1.1: Reading Strategies

Early Reading Skills and Strategies: Phonological Awareness

R4: 1 Applies phonological knowledge and skills by...
No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

R4: 2: Demonstrates understanding of concepts of print during shared or individual reading by...
No GLE at this grade level

Word Identification Skills and Strategies

R4: 3 Applies word identification/decoding strategies by...

- Identifying multisyllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes)

(*See Appendix for the six syllable types.)

Context and Self-Correction Strategies

R4: 4 Applies context and self-correction strategies by...

- Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues

Vocabulary Strategies and Breadth of Vocabulary

R4: 5 Identifies the meaning of unfamiliar words by...

- 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)

R-4-2.1

R4: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...

- Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning
EXAMPLE (of shades of meaning): “cold,” “freezing”

R-4-3.1

- Describing words in terms of categories, functions, or features
- Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary

EXAMPLE (precise vocabulary): “In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious”

R-4-3.2

Comprehension Strategies

R4: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.
EXAMPLES of reading-comprehension strategies might include using prior knowledge; summarizing; 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 using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification)

Monitoring and Adjusting Strategies

R4: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...

- Sampling a page of text for readability and interest
- Previewing text selections
- Stopping to reread, adjust pace, and use other strategies as needed

Standard 1.2: Reading Accuracy

Accuracy and Fluency

R4: 9 Reads grade-level-appropriate material with:

- **Accuracy:** reading material appropriate for grade 4 with 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading with oral fluency rates of at least 115–140 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 for suggested rates.)
- **Fluency:** reading with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue

Standard 1.3: Reading Comprehension

Standard 5.13: Responding to Text

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R4: 10 Demonstrate initial understanding of key elements of literary text by...

- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time
R-4-4.1
- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
R-4-4.2
- Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction)

R4: 11 Demonstrate initial understanding of author's craft used in literary texts by...

- Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, description, or dialogue

Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R4: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...

- Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

R-4-7.1

- Using information from the text to answer questions related to explicitly stated main/central ideas or key details
R-4-7.2
- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)
R-4-7.3
- Identifying the characteristics of a variety of types of text (e.g., **reference:** encyclopedias, children's magazines content trade books, textbooks, student newspapers; and **practical/functional texts:** procedures, instructions, book orders, announcements, invitations)

Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text, Standard 5.11: Literary Elements and Devices

Analysis and Interpretation of Literary Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R4: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...

- Making logical predictions
R-4-5.1
- Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits
R-4-5.2
- Making inferences about problem, conflict, or solution
EXAMPLE: "What influenced the father's decision to let his son try the climb?"
R-4-5.3
- Identifying who is telling the story
R-4-5.4
- Identifying author's message or theme
EXAMPLE: "What was the author trying to say about friendship in this story? (e.g., friendship begins with accepting differences)"
R-4-5.5
- Identifying causes or effects, including possible motives of characters

R4: 14 Analyze and interpret author's craft (citing evidence where appropriate) by...

No GLE at this grade level

R4: 15 Generates a personal response to what is read through a variety of means and through...

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

Standard 1.3: Reading Comprehension Standard 5.13: Responding to Text

Analysis and Interpretation of Informational Text/Citing Evidence

R4: 16 Analyze and interpret informational text, citing evidence as appropriate by...

- Connecting information *within* a text or across texts

R-4-8.1

- Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
R-4-8.2
- Drawing inferences 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
R-4-8.3
- Distinguishing fact from opinion
R-4-8.4
- Making inferences about causes or effects
R-4-8.5

Standard 1.4: Reading Range of Text

Reading Extensively

R4: 17 Demonstrates the habit of reading extensively* by...

- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

** Materials should be at the student's instructional and 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.*

Reading Widely and In Depth

(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)

R4: 18 Demonstrates the habit of reading widely and in depth by...

- Reading from at least three different genres/kinds of text including primary and secondary sources, and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction; **informational:** dictionaries, glossaries, encyclopedias, children's magazines, student newspapers, content trade books, textbooks; and **practical/functional texts:** procedures, instructions, book orders, announcements, invitations)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

Standard 1.4: Reading Range of Text

Standard 5.12: Literate Community

Literate Community

R4: 19 Demonstrates participation in a literate community by...

- Self-selecting reading materials in line with reading ability and personal interests
- Participating in appropriate and focused discussions about text by offering comments and supporting evidence recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others