

Federal Way School District
Fourth Grade Reading Expectations

1. The student understands and uses different skills and strategies to read.

<p>1.1 Uses word recognition skills and strategies to read and comprehend text.</p>	<p>1.1.1 Apply phonetic principles to read including sounding out, using initial letters, and using common letter patterns to make sense of whole words. Apply understanding of phonics.</p> <ul style="list-style-type: none"> • Use knowledge of phonics to read unfamiliar words in grade level text. • Apply multi-syllabic decoding when reading words in all text.
<p>1.2 Use vocabulary (word meaning) strategies to comprehend text.</p>	<p>1.2.1 Use word and sentence structure to understand reading materials including prefixes, suffixes, contractions, and simple abbreviations. Apply knowledge of word and sentence structure to comprehend text.</p> <ul style="list-style-type: none"> • Identify the meanings of prefixes, suffixes, inflectional endings, and abbreviated words in grade level text. • Explain how to derive word meaning from knowledge of affixes and roots (e.g., port: transportation, porter, import, report). <p>1.2.2 Use a variety of reading strategies to comprehend words and ideas, including self-correcting, re-reading, reading on, and slowing down. Analyze and apply word-meaning strategies.</p> <ul style="list-style-type: none"> • Select and apply appropriate word meaning strategies with automaticity while reading. <p>1.2.3 Use dictionaries, glossaries, and other sources to understand and confirm word meanings. Apply knowledge of reference materials to find, define, clarify, and refine word meanings.</p> <ul style="list-style-type: none"> • Use dictionaries, thesaurus, and glossaries to look up meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words.
<p>1.3 Build vocabulary through wide reading.</p>	<p>1.3.1 Use pictures, graphics, word meaning, and context clues to comprehend text. Apply strategies to predict, clarify, and expand word meaning in grade level text.</p> <ul style="list-style-type: none"> • Identify unknown words by using information from the surrounding text, context clues, and graphic features of text. <p>1.3.2 Build reading vocabulary across content areas. Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> • Increase vocabulary through reading literary and informational text. • Use new vocabulary in own speaking and writing. <p>1.3.3 Identify and interpret general and specialized vocabulary critical to the meaning of text. Understand importance of certain words and concepts in grade level content area text.</p> <ul style="list-style-type: none"> • Identify and define words and concepts necessary for understanding math, science, social studies, and other content area text. • Recognize that some words have a different meaning in different content areas.
<p>1.4 Apply word recognition skills and strategies to read fluently.</p>	<p>1.4.1 Read grade level text fluently. Apply word and text structure knowledge to read fluently with comprehension.</p> <ul style="list-style-type: none"> • Read grade level literary and information text accurately, using appropriate pacing, phrasing, and expression. • Read aloud unpracticed grade level text at a target rate of 115-125 words correct per minute. <p>1.4.2 Adjust reading rate to incorporate new skills or read unfamiliar text with understanding. Apply different reading rates to text.</p> <ul style="list-style-type: none"> • Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., skimming for facts, scanning for key words, close reading for understanding new or complex ideas).

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2. The student understands the meaning of what is read.

2.1 Demonstrate evidence of reading comprehension.

- 2.1.1** Demonstrates basic comprehension of content of literary, informational, and task-oriented texts such as plays, newspaper articles, and instructions.
Apply comprehension strategies before, during, and after reading.
- Monitor for meaning by identifying where and why comprehension was lost, and use comprehension repair strategies to regain meaning.
 - Generate and answer questions before, during and after reading.
 - Use questioning strategies such as QAR/Reciprocal Teaching to comprehend text, with teacher assistance.
 - Draw, write about, or verbally describe the mental imagery that occurs while reading.
 - Select graphic organizers appropriate to the text and purpose of reading to organize information and to comprehend text.
- 2.1.2** Demonstrate comprehension of the main idea and supporting details; through summarizing in own words using evidence from the text.
Apply knowledge of main ideas and details.
- Restate the main idea of a passage and provide several text-based details that support it.
- Understand and apply summarizing and paraphrasing in own words using text-based evidence.**
- Summarize text using the main idea and key supporting details from the text.
- 2.1.3** Connect previous experiences and knowledge when reading to understand characters, events, and information.
Understand and apply the use of prior knowledge.
- Make connections between self and characters, events, and information occurring within a text or among multiple texts.
- 2.1.4** Make inferences and predictions based on the text.
Understand and apply prediction and inference.
- Predict text content using prior knowledge and text features (e.g., subheadings, table of contents, index).
 - Use text and prior knowledge to make, confirm, or revise inferences and predictions before, during, and after reading.

2.2 Understand and apply knowledge of text components to comprehend text.

- 2.2.1** Use time, order, and/or sequence to accurately recall text.
Apply knowledge of sequence.
- Summarize text focusing on main ideas, problems, or events in sequential and chronological order.
 - Recognize and explain text written out of sequence (e.g., flashbacks).
- 2.2.2** Understand organization structures of literary and informational text.
Understand and apply knowledge of text organizational structures.
- Recognize and use introductions, conclusions, sidebars, notes about the author to locate information and increase understanding of text.
- 2.2.3** Understand story elements (plot, characters, setting, point of view, problem, solution).
Understand and apply knowledge of story elements.
- Use knowledge of plot, characters, setting, point of view, problem, and solution to comprehend and respond to a variety of stories.
- 2.2.4** Locate and use text features (title, heading, table of contents, index, captions, alphabetizing, numbering, glossaries, etc.) to understand text.
Apply knowledge of text features to comprehend text.
- Identify and use grade level appropriate text features (e.g., examples from Text Forms and Features).
 - Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines).

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<p>continued 2.2 Understand and apply knowledge of text components to comprehend text.</p>	<p>2.2.5 Recognize and use features of electronic information such as pull-down menus, key word searches, icons, etc. Apply knowledge of electronic information features.</p> <ul style="list-style-type: none"> • Use icons, pull-down menus, key word searches.
<p>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p>	<p>2.3.1 Find similarities and differences in stories: understand relationship between parts of a text or between two texts. Understand and analyze the relationship between and among texts.</p> <ul style="list-style-type: none"> • Compare and contrast information from two texts on similar topics written in different genres or forms (e.g., poem and a story). • Recognize and explain cause and effect relationships in text. <p>2.3.2 Identify literary devices (figurative language and exaggeration). Understand and apply knowledge of literary devices.</p> <ul style="list-style-type: none"> • Identify and explain the meaning of similes, personification, metaphors, idioms, and humor in literary passages. <p>2.3.3 Find, sort, and analyze information for a specific topic or purpose. Understand how to locate specific information.</p> <ul style="list-style-type: none"> • Use multiple systems to locate information from reference and content area materials. • Select appropriate resources for locating information on a specific topic or for a specific purpose. • Sort information gathered from various sources by topic and judge the utility of the information for a specific purpose.
<p>2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.</p>	<p>2.4.1 Recognize the validity of what is read. Understand the difference between fact and opinion.</p> <ul style="list-style-type: none"> • Identify facts and opinions and provide evidence from the text to support your choice. <p>2.4.2 Analyze author's purpose for and style of writing. Apply knowledge of author's purpose to comprehend text.</p> <ul style="list-style-type: none"> • Determine the author's purpose (to inform, to persuade, or to entertain) and apply knowledge to comprehend the text. <p>Understand author's style of writing.</p> <ul style="list-style-type: none"> • Identify author's use of word choice, sentence structure and length, and/or literary devices in a variety of texts. <p>2.4.4 Analyze and evaluate author's effectiveness for a chosen audience. Analyze and evaluate author's effectiveness for a chosen audience.</p> <ul style="list-style-type: none"> • Read an article and decide whether the author convinced the reader to think or act differently. <p>2.4.6 Apply information gained from reading to give a response, express insights, and draw conclusions. Understand how to give a response with insight and draw conclusions.</p> <ul style="list-style-type: none"> • Give a personal response that demonstrates insight about text. • Draw conclusions from text, citing text-based information to support the conclusion. <p>2.4.7 Make generalizations beyond the text to other texts, ideas, or situations. Understand how to make generalizations from text.</p> <ul style="list-style-type: none"> • Make generalizations about life on the prairie after reading several fictional and non-fictional accounts of the migration west. • Make generalizations about how different characters from different books react to similar situations and events.

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3. The student reads different materials for a variety of purposes.

<p>3.1 Read to learn new information.</p>	<p>3.1.1 Observe and use signs, labels, and instruction. Understand the use of signs, labels, and instructions.</p> <ul style="list-style-type: none"> Use signs, labels, and instructions to answer questions or complete a task using grade level text. <p>3.1.2 Locate and use a variety of resource materials for specific task. Apply knowledge of resource materials.</p> <ul style="list-style-type: none"> Collect and use information from a variety of resources to solve a problem, answer a question, or complete a task. <p>3.1.3 Select resources to answer a question or solve a problem. Apply understanding of resources to answer a question or solve a problem.</p> <ul style="list-style-type: none"> Use information from a variety of resources to answer a question or solve a problem. <p>3.1.4 Read and comprehend a wide range of texts (instructions, magazine articles, poetry, novels, and electronic information). Under Construction.</p> <ul style="list-style-type: none"> Under Construction.
<p>3.2 Read to perform a task.</p>	<p>3.2.1 Read and understand information (schedules, recipes, instructions, etc.) to perform tasks for a variety of real life purposes. Apply information gained from reading to perform a specific task.</p> <ul style="list-style-type: none"> Use bus schedule, zoo brochure, and a street map to plan a trip to the zoo. Set up and run a science experiment using the steps outlined in a textbook.
<p>3.3 Read for career application.</p>	<p>3.3.1 Identify the kinds of documents that would be read in a career setting. Understand that specific documents are read in certain careers.</p> <ul style="list-style-type: none"> Design and conduct a survey asking adults what they read in their careers. <p>3.3.2 Read and interpret non-technical documents from career settings, such as memos, directories, and schedules. Apply knowledge of non-technical documents from career settings.</p> <ul style="list-style-type: none"> Read and interpret documents from a career interest (e.g., veterinarian: informational books about different kinds of animals, articles about zoos).
<p>3.4 Read for literary experience in a variety of genres.</p>	<p>3.4.1 Read and respond to a variety of traditional and contemporary literature (novels, folk tales, stories, myths, rhymes, poems, plays, etc.). Understand a variety of contemporary and traditional literature.</p> <ul style="list-style-type: none"> Read and respond to literature from a variety of genres using prompts appropriate to the text and content (see <u>Text Forms and Features</u>). <p>3.4.2 Read a variety of literature representing different cultures, perspectives, and issues. Understand literature representing different cultures, perspectives, and issues.</p> <ul style="list-style-type: none"> Compare and contrast cultures and perspectives from a variety of literature. Issues under construction. <p>3.4.3 Understand different views of family, friendship, culture, and tradition found in literature. Understand different views found in literature.</p> <ul style="list-style-type: none"> Make generalizations about family, friendship, or tradition after reading literature from various cultures.

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4. The student sets goals and evaluates progress to improve reading.

<p>4.1 Assess reading strengths and need for improvement.</p>	<p>4.1.1 Use strategies to monitor reading progress and to overcome reading difficulties with guidance from the teacher. Apply strategies to monitor reading progress.</p> <ul style="list-style-type: none"> • Identify reading strengths and weaknesses and select targets to work on. • Track progress in reading achievement with graphs, charts, and checklists. <p>4.1.2 Set reading goals. Understand and apply grade level appropriate reading goals.</p> <ul style="list-style-type: none"> • Set two reading goals, create a plan to meet those goals with teacher assistance, and monitor progress toward implementing that plan.
<p>4.2 Seek and evaluate feedback to improve reading.</p>	<p>4.2.1 Use grade level content expectations to self-evaluate reading abilities. Apply knowledge of grade level content expectations to own reading.</p> <ul style="list-style-type: none"> • Discuss and identify grade level content expectations met and identify other grade level content expectations to work on.
<p>4.3 Develop interests and share reading experiences.</p>	<p>4.3.1 Select and read favorite authors, subjects, and books and share with others. Apply knowledge of authors, books, and genres with others.</p> <ul style="list-style-type: none"> • Discuss and share favorite authors, books, and genres with others. Explain reason for choices.