

READINESS STANDARDS - English Language Arts Grade 4

(4.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	Academic, Affix, Base word, Prefix, Root, Suffix
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(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words	Context, Multiple meaning
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(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words	Dictionary, Glossary, Syllabication, Pronunciation
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(Figure 19) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence	Connections, Literary text, Informational text
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(4.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(A) sequence and summarize the plot's main events and explain their influence on future events	Sequence, Summarize, Event, Influence
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(B) describe the interaction of characters including their relationships and the changes they undergo	Character, Relationship, Interaction
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(4.11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(A) summarize the main idea and supporting details in text in ways that maintain meaning	Main idea, Supporting details, Summarization
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(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison	Explicit, Implicit, Cause and effect, Sequence, Comparison
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(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information	Text feature
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(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text and use textual evidence to support understanding	Inference, Textual evidence, Prediction, Draw conclusions
(E) summarize information in text, maintaining meaning and logical order	Summarize, Logical order

SUPPORTING STANDARDS - English Language Arts Grade 4

(4.7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to

(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography	Similarity, Difference, Compare, Contrast, Biography, Autobiography
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(4.3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) summarize and explain the lesson or message of a work of fiction as its theme	Summarize, Theme
(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature	Compare, Contrast, Adventure, Exploit

(4.4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to

(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse)	Structural element, Rhyme, Meter, Stanza, Line break
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(4.5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to

(A) describe the structural elements particular to dramatic literature	Dramatic literature
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(4.6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(C) identify whether the narrator or speaker of a story is first or third person	Narrator, Point of view, First person point of view, Third person point of view
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SUPPORTING STANDARDS - English Language Arts Grade 4

(4.8) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to

(A) identify the author’s use of similes and metaphors to produce imagery	Simile, Metaphor
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(4.14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

	Media, Image, Graphic
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(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text and use textual evidence to support understanding	Inference, Textual evidence
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(E) summarize information in text, maintaining meaning and logical order	Summarize, Logical order
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(4.11) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(B) distinguish fact from opinion in a text and explain how to verify what is a fact	Fact, Opinion
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(4.13) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to

(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe)	Procedure, Sequence
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(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations)	Factual, Graphic
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