

Grade 4

Reading: Foundational Skills	Assessment	Instruction
<p>Phonics and Word Recognition</p> <p>RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Developmental Word Knowledge Inventory (TG pp. 29–35; AFB pp. 15–19)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
<p>Fluency</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
Reading: Informational Text	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI4.3 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55) Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55) Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
<p>Integration of Knowledge and Ideas</p> <p>RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., 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.</p> <p>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55) Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
<p>Range of reading and Level of Text Complexity</p> <p>RI4.10 By the end of 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55) Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>

Reading: Literature	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans:</p> <p>Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans:</p> <p>Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>