

GUSD Fourth Grade Reading

- R.L.- Reading Literature Standards
- R.F.S.-Reading Foundational Skill Standards
- R.I.T.-Reading Informational Text Standards

Reading Sequence	Standards (Priority)	I can statements...	Examples
R.L. 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the texts	I can explain what a piece of non-fiction teaches me by referring to details and examples in the texts	<ul style="list-style-type: none"> • Conclusions about author's meaning • Explain a story by referring to examples in the text
R.L. 4.2	Determine the main idea of a text and explain how it is supported by key details: summarize the text.	I can determine the main idea of a text and explain how it is supported by key details.	<ul style="list-style-type: none"> • Main idea • Supporting details • Summary
R.L. 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 (e.g., Herculean).	I can use context clues to determine the meaning of words and phrases	<ul style="list-style-type: none"> • Keywords

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<p>R.F.S. 4.4</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding b. Read grade-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 as necessary. 	<p>I can read grade level text with expression and understand what I read.</p>	<ul style="list-style-type: none"> • Self-correct • Use context clues to figure out unfamiliar word • Pause for punctuation
<p>R.I.T. 4.1</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>I can explain what a piece of informational text teaches me by referring to details and examples in the texts</p>	<ul style="list-style-type: none"> • Conclusions about author's meaning • Explain a story by referring to examples in the text
<p>R.I.T. 4.2</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>I can determine the main idea of a text and explain how it is supported by key details.</p>	<ul style="list-style-type: none"> • Main idea • Supporting details • Summary
<p>R.I.T. 4.4</p>	<p>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>I can use context clues to determine the meaning of words and phrases</p>	<ul style="list-style-type: none"> • Keywords

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Reading Sequence	Standards (Supporting)	I can statements...	Examples
R.L. 4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	I can use specific details in a story to help me describe a character, setting, or event in the story.	<ul style="list-style-type: none"> • Story elements • Setting • Characters • Plot
R.L. 4.5	Explain major differences between poems, drama, and prose, and refer to structural elements of poems and drama.	I can refer to specific elements of poems (verse, rhythm, meter) and plays when I write or talk about a piece of fiction	<ul style="list-style-type: none"> • Characters • Setting • Dialogue • Descriptions
R.L. 4.6	Compare and contrast the point of view from which different stories are narrated, including difference between 1 st and 3 rd person.	I can compare and contrast different stories by thinking about the different points of view.	<ul style="list-style-type: none"> • Difference between 1st and 3rd person
R.L. 4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text.	I can make connections between a written text and a dramatic interpretation of the same text.	<ul style="list-style-type: none"> • Maps • Photographs
R.L. 4.9	Compare and contrast the treatment of similar themes, topics and patterns of events in stories, myths, and traditional literature from different cultures.	I can compare and contrast similar themes and events in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none"> • Compare/contrast

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<p>R.L. 4.10</p>	<p>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.</p>	<p>I can read and comprehend 4th grade stories independently.</p>	<ul style="list-style-type: none"> • AR • Read Naturally • Alexia
<p>R.F. 4.3</p>	<p>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>I can read unfamiliar words that have more than one syllable.</p>	<ul style="list-style-type: none"> • Greek and Latin roots • Meanings of common affixes
<p>R.I. 4.3</p>	<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened.</p>	<p>I can explain why and how events, procedures, and ideas or concepts in historical, scientific, or technical texts happened by use of information presented.</p>	<ul style="list-style-type: none"> • Cause/effect
<p>R.I. 4.4</p>	<p>Determine the meaning of general academic and domain specific words or phrases in a text relevant to grade 4.</p>	<p>I can understand the meaning of words and phrases in 4th grade social studies and science text.</p>	<ul style="list-style-type: none"> • Vocabulary
<p>R.I. 4.5</p>	<p>Describe the overall structure (e.g. chronology, comparison, cause and effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>I can describe how various forms of nonfiction are structured.</p>	<ul style="list-style-type: none"> • Time order • Comparison • Cause and effect • Problem and solution
<p>R.I. 4.6</p>	<p>Compare and contrast a firsthand and secondhand account of the same event or topic.</p>	<p>I can compare and contrast a firsthand and secondhand account of the same event or topic.</p>	<ul style="list-style-type: none"> • Compare/contrast
<p>R.I. 4.7</p>	<p>Interpret information presented visually, orally, and quantitatively (i.e. 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>I can interpret and use information from charts, graphs, diagrams, timelines, animations, or other internet presentations to understand non-fiction.</p>	<ul style="list-style-type: none"> • Maps • Photographs

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R.I. 4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	I can use information from two different texts on the same topic to help me write or speak knowledgeably about the topic.	<ul style="list-style-type: none">• Compare/contrast
R.I. 4.10	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.	I can read and comprehend 4 th grade informational texts independently.	<ul style="list-style-type: none">• AR• Lexia• Read Naturally