

Grade Level Expectations

Grade 4 Literature Standard Matrix

Literature Standards	Academic Activities	Assessment
<p>R-4-2: Students identify the meaning of unfamiliar vocabulary by...</p> <p>R-4-2.1 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)</p>	▪	
<p>R-4-3: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ...</p> <p>R-4-3.1 Identifying synonyms, antonyms, homonyms/ homophones, or <u>shades of meaning</u> EXAMPLE (of <u>shades of meaning</u>): cold, freezing</p> <p>R-4-3.2 Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or <u>precise vocabulary</u></p>	▪	
<p>R-4-4: Demonstrate initial understanding of elements of literary texts by...</p> <p>R-4-4.1 Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or <u>identifying any significant changes in character(s) over time</u></p> <p>R-4-4.2 Paraphrasing or summarizing key ideas/plot, with <u>major events sequenced</u>, as appropriate to text</p>	▪	
<p>R-4-5: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <p>R-4-5.2 Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits</p> <p>R-4-5.3 <u>Making inferences</u> about problem, conflict, or solution</p> <p>R-4-5.4 Identifying who is telling the story</p> <p>R-4-5.5 Identifying author's message or theme</p>	▪	

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Literature Standards	Academic Activities	Student Performance
<p>R-4-7: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R-4-7.1 Obtaining information from text features (e.g., table of contents, glossary, <u>index</u>, <u>transition words/phrases</u>, bold or italicized text, headings, <u>subheadings</u>, graphic organizers, charts, graphs, or illustrations)</p> <p>R-4-7.2 Using information from the text to answer questions related to explicitly stated main/central ideas or <u>key details</u></p> <p>R-4-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, <u>paraphrasing</u>, or <u>summarizing</u>)</p>		
<p>R-4-8: Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R-4-8.2 <u>Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)</u></p> <p>R-4-8.3 <u>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</u></p> <p>R-4-8.4 Distinguishing fact from opinion</p> <p>R-4-8.5 Making inferences about causes or effects</p>		