

Sanborn Regional School District Literature Selection Rubric 2004

Grade Level
4

Developmental Chart

Development of Responsibility

Ages 9-11: May become distressed if having problems with friends, understand the idea of differing contributions of a group for a common goal, ability to see third-person view, ability to see other's view points, developing personal views about issues, begin to weigh consequences.

Reading Development

Ages 9-11: May broaden their interests in fiction and non-fiction, able to set purpose for reading, increasing the length of time they can read, increasing silent reading rate, developing ability to adjust reading rate to suit purpose, are aware of different genres of reading material, show increasing ability to make inferences and read critically, are able to organize information from reading.

Emotional & Social Development

Ages 9-11: May appear calm and at peace and at other times angry and sad, often hide feelings of anxiety, continue to be very social and spend time with parents, friends, of the same sex, and often have a "special" friend, are generally positive about themselves and begin to understand what they are good at doing, often describe self by physical characteristics and possessions as well as likes and dislikes, sensitive to criticism and display feelings of success and failure depending on how adults and peers respond to them, may not want to be disturbed when involved in an activity.

Intellectual Development

Ages 9-11: Continue to use direct experience objects and visual aids to help understand, continue to understand cause and effect, may begin to use puns, can expand thinking more readily through writing and reading, read silently with increased speed and comprehension, adjust reading rate to suit purpose, expand reading skills to gather information, make personal choices in reading for pleasure, continue to develop understanding of time-year in terms of important events-but may forget dates and responsibilities, continue to develop the ability to purposefully organize and remember information, continue to need increased ownership in decision-making.

Reading Literacy Standards Introduced at Grade 4:

- Determine literal meanings and develop informed reasoned inferences, judgments, and interpretations from texts by identifying and considering:
 - Mood
 - Tone
 - Foreshadowing of events
 - Turning point
 - Suspense
 - Subplot
- Develops understanding of integrated vocabulary
- Distinguishes genre when reading:
 - Folklore/Legends,
 - Editorials

Sanborn Regional School District Literature Selection Rubric 2004 Worksheet

**Grade Level
4**

Literature Selection Rubric

Information:

Reading Level _____

Interest Level _____

Integration Topics _____

Literacy Standard Identified

Lesson Planning:

Literature will be read as:

_____ Read aloud selection

_____ Class reading book

_____ Independent Reading

Literature will be used as:

_____ Introduction to a unit of study

_____ To teach a Literature concept

_____ Character Education

**Integrated
Topics**

Science

Social Studies

Math

Art

Music

Projects

Teacher or Team _____ Date _____

School _____

Literature for Review "Title" _____

Author _____

Literature Selection

Remove From Literature Template

Add to Literature Template

Other _____
