

Lake Washington School District
Teaching and Learning Framework

Fourth Grade

Reading

Power Standards | June 2008

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EALR 1: The student understands and uses different skills and strategies to read.

Power Standards

Understand and apply new vocabulary.

Apply fluency to enhance comprehension.

Evidence of Learning

Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in oral and written communication.

Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.

Read aloud unpracticed grade-level text at a fluency rate of 115–125 words correct per minute.

EALR 2: The student understands the meaning of what is read.

Power Standards

Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. **W**

Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text. **W**

Evidence of Learning

State the main idea of an informational/expository text passage and provide three or more text-based details that support it.

State the main idea of a literary/narrative text passage and support with three details from the story.

Select, from multiple choices, the main/major idea of a passage, poem, or selection.

Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text.

Predict text content using prior knowledge and text features.

Use text and prior knowledge to make, confirm, or revise inferences and predictions.

Select, from multiple choices, a prediction, or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).

Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).

Organize information that supports a prediction or inference in a graphic organizer to enhance comprehension of text.

EALR 2 (continued)

Power Standards

Apply comprehension strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. W

Understand sequence in informational/expository text and literary/narrative text. W

Understand and analyze story elements. W

Evidence of Learning

Summarize the events, information, or ideas in an informational/expository text (e.g., causes of an event like a war or a tornado, steps in building a snow cave).

Summarize culturally relevant literary/narrative text.

Select, from multiple choices, a sentence that best summarizes the story or informational selection.

Organize summary information in a teacher-selected graphic organizer to enhance comprehension.

Explain ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.)

Recognize and explain literary/narrative text written out of sequence (e.g., flashbacks, tales from other cultures).

Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon).

Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).

Use knowledge of situation and characters' actions, motivations, feelings, and physical attributes to determine characters' traits.

Identify the main events in a plot, including the cause and effect relationship in problem solving.

Describe the components of setting and explain how and why setting is important to the story.

Differentiate between first and third person point of view in a selection and explain the difference.

Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character).

EALR 2 (continued)

Power Standards

Understand and analyze the relationship between and among informational/expository text and literary/narrative text. **W**

Analyze the author's purpose for and style of writing in both informational/expository text and literary/narrative text. **W**

Evidence of Learning

Compare and contrast plots, characters, and settings in multiple texts.

Compare and contrast information (e.g., similar topics written in different genres such as a short story and a poem or magazine article and encyclopedia).

Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two selections).

Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections).

Recognize and explain cause and effect relationships in informational/expository text and literary/narrative text, using evidence from the text.

Select, from multiple choices, a sentence that explains the cause of events or the effects of actions.

Determine the author's purpose and support decision with evidence/details from text.

Identify and explain how the author's use of word choice, sentence structure and length, and/or literary/narrative devices affects the reader, using a variety of texts.