

Alaska State Standards/KGBSD Student Performance Objectives

Fourth Grade

State Standards Content/Performance	Student Performance Objectives	Extended Learning	Assessment
<i>B. A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information.</i>	<i>Listening/Reading and Viewing</i>	<i>Options for students who have acquired basic language arts skills at grade level.</i>	<i>The Gates MacGinitie Reading Assessment is used as a post-test measure for each student in the spring. Terra Nova Assessment is administered</i>

<p>R2.1a Use a combination of the following to read and to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics; • Text structures such as illustrations, graphs, and headers; • Self-monitoring and self-correcting strategies; • Adjusting reading pace or style based on purpose, task, and type of text. <p>R2.3 Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print.</p> <p>R2.7 Explain the characteristics of the following:</p> <ul style="list-style-type: none"> • Fiction and non-fiction, • Prose and poetry, and • Four major genres of fiction: short story, drama, novel, and poetry. 	<p>READING</p> <p>I. Reading Behaviors</p> <ol style="list-style-type: none"> 1. Read silently daily. 2. Select appropriate books independently. 3. Recommend books to others. 4. Read from a variety of materials: literature, newspapers, technical manuals, magazines 5. Demonstrate reading fluency <ol style="list-style-type: none"> 5.1 Read primarily in meaningful phrase groups rather than word-by-word 5.2 Preserve phrasing and syntax of the author to convey meaning 5.3 Read with expression, interjecting a sense of feeling, anticipation, or characterization 5.4 Read aloud fluently 6. Read frequently in and out of school <ol style="list-style-type: none"> 6.1 Read a variety of genres (e.g. fiction, poetry, informational text) 6.2 Reread familiar materials 6.3 Build a personal reading vocabulary by encountering words from the environment and in varied contexts 6.4 Read materials at an increasingly higher level 	<p>Participates in shared and independent reading activities at his/her instructional and independent reading level</p>	<p>Teacher observations</p>
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<p>R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.</p> <p>R2.4a Retelling stories in correct sequence.</p> <p>R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. R2.4b Restate and summarize information or ideas from a text.</p> <p>R2.6 Read and follow multi-step</p>	<p>II. Word and Structural Analysis/Decoding</p> <p>1. Independently integrate the main cueing systems in reading, using:</p> <ul style="list-style-type: none"> 1.1 Meaning (context) 1.2 Structure (language) 1.3 Visual phonetic cues 1.4 Own background knowledge <p>2. Follow appropriate strategies to self-correct:</p> <ul style="list-style-type: none"> 2.1 Read on to gain meaning 2.2 Reread to search for more information and/or confirm ideas 2.3 Recognize punctuation cues (period, question mark, exclamation mark, apostrophe, and quotations) 2.4 Use sounds and sound patterns as tools to decode words <p>3. Use graphophonic cues (letter/sound correspondence) to identify and pronounce words</p> <ul style="list-style-type: none"> 3.1 Identify known words and figure out unknown words through knowledge of letter combinations and word families 3.2 Read high frequency words fluently 3.3 Decode words using word parts (e.g. root words, prefixes, suffixes) <p>4. Use semantic cues (word meaning in</p>		

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<p>directions to complete a simple task.</p> <p>R2.9a Differentiate between fact and opinion.</p> <p>R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.</p> <p>R2.4b Restate and summarize information or ideas from a text.</p>	<p>context) to comprehend text</p> <p>4.1 Use word parts to determine meaning (e.g. root words, prefixes, suffixes, compound words, contractions)</p> <p>4.2 Use self-correction strategies when the meaning of a word or passage is not clear (e.g. read on, reread, try an alternate pronunciation, ask questions, use resources)</p> <p>4.3 Recognize words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g. first, finally, in other words)</p> <p>5. Use syntactic cues (word order/sentence sense) to monitor and guide their comprehension text</p> <p>5.1 Use punctuation to guide reading with correct phrasing and emphasis</p> <p>5.2 Recognize how the structure contributes to meaning (e.g. initial capital, period, question mark, exclamation mark, comma, paragraph indentation)</p> <p>III. Vocabulary</p> <p>1. Continue to develop a reading vocabulary (i.e. pronounce and understand new words)</p> <p>1.1 Determine contextually appropriate meanings of multiple</p>		

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<p>R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.</p> <p>W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences.</p> <p>R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.</p> <p>R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea.</p>	<p>meaning words (e.g. beat, star), homonyms (e.g. rode, road), synonyms (e.g. happy, glad), and antonyms (e.g. happy, sad)</p> <p>1.2 Determine meaning of new words</p> <p>1.3 Associate words with new concepts across the curriculum (e.g. seed, stem soil, plant, germinate)</p> <p>1.4 Identify and use affixes appropriately</p> <p>1.5 Use thesaurus entries to replace given words with appropriate synonyms</p> <p>1.6 Interpret comparatives and superlatives (e.g. small, smaller, smallest)</p> <p>IV. Comprehension Strategies</p> <p>1. Use prior knowledge to make predictions, comprehend new information, and construct meaning</p> <p>2. Make connections between personal experience and print</p> <p>2.1 Assimilate new ideas introduced through pictures and print</p> <p>2.2 Relate new ideas to existing knowledge</p> <p>2.3 Use illustrations and graphic</p>	<p>Accelerated Reader</p> <p>Plays</p> <p>Battle of the Books</p> <p>Reading buddy</p> <p>Trade Books at accelerated levels</p> <p>Great Brain Projects</p> <p>Readers Theatre</p>	<p>Story pyramids</p> <p>Story maps</p> <p>Cause-effect</p> <p>Sequencing</p> <p>Stop and think</p>

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<p>R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures.</p> <p>R2.8a Define and identify plots, settings, and characters in fiction.</p> <p>R2.8b Compare and contrast plots, settings, and characters in a variety of works by a variety of authors.</p>	<p>organizers to access prior knowledge</p> <p>2.4 Generate questions from the reading</p> <p>2.5 Discuss ideas related to the text before, during and after reading</p> <p>2.6 Synthesize thoughts through writing, drawings, and projects</p> <p>3. Anticipate the flow of events or information</p> <p>3.1 Predict events in a reasonable sequence</p> <p>3.2 Use formats, ideas, plots, and elements from previous reading to make predictions</p> <p>4. Verify predictions as the reading continues</p> <p>4.1 Use multiple sources to verify/confirm predictions</p> <p>4.2 Change predictions to fit additional information from the reading</p> <p>4.3 Make new predictions as information is added</p> <p>4.4 Read and follow multi-step directions to complete simple task</p> <p>5. Use a variety of strategies to comprehend text</p> <p>5.1 Use context clues to determine the meaning of unfamiliar words</p>		

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R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea.	5.2 Reread to check comprehension 5.3 Use text and illustrations to adjust and confirm meaning 5.4 Ask questions to check comprehension and clarify meaning 5.5 Retell sequentially in own words to make sense 5.6 Use resources (e.g. dictionary, glossary, index, teacher) to verify and confirm meaning 5.7 Select strategies appropriate to the purpose and type of text (e.g. skimming, analytical reading, recreational reading) 5.8 Use multiple sources to broaden understanding of concepts 5.9 Summarize intro or ideas from text 6. Develop an interpretation of text 6.1 Recognize the relationship between development of the plot and changes in other story elements (e.g. character, plot, setting, solution/resolution) 6.2 Identify main and supporting ideas informational text 6.3 Recall details 6.4 Provide supporting details 6.5 Make connections between		Connections: Text to self Text to text Text to world

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R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea.	8.6 Use personal experiences to validate text 8.7 Understand different points of view 8.8 Use headings, side heading, and sub headings to locate specific information or to prepare to read 9. Critically evaluate and compare authors, illustrations, themes and books 9.1 Select the appropriate resource for the task (e.g. dictionary for word meaning, encyclopedia for concept information) 9.2 Use different strategies for reading nonfiction: 9.3 Define purpose for reading 9.4 Scan to use table of contents, index, glossary and bold/key words 9.5 Use topic headings & subheadings 9.6 Recognize main ideas 9.7 Interpret data, tables, graphs, & illustrations 9.8 Reread material for improved understanding 9.9 Discriminate between important and unimportant information		

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	V. Literary Genres 1. Select and read different types of literature genres, such as: 1.1 Fiction/non-fiction 1.2 Biography 1.3 Poetry 1.4 Folklore 1.5 Plays		