

READING ASSESSMENT FRAMEWORK		BOLD=Eligible for Assessment
Grade 4		<i>Italics=Classroom Assessment Only</i>
		<u>Underlining=Performance Standard moved to another Benchmark</u>
		ALL CAPS=Performance Standard moved from another Benchmark
		DOK = Depth of Knowledge
STRAND I: Reading and listening for comprehension.		
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.		
REPORTING CATEGORY 1		
DOK	K-4 Benchmark 1-A: Listen to, read, react to and retell information	
2		
2	1. Use <i>meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).</i>	
1	2. <i>Visualize and recall story details, including characterization and sequence.</i>	
	3. <i>Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., auto-biographies, informational books, diaries, and journals), poetry, drama.</i>	
	4. <i>Increase vocabulary through reading, listening and interacting.</i>	
DOK	K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum.	
2		
1	1. Use key words, indices, cross-references and letters on volumes to find information.	
2	2. Use multiple representations of information (e.g., maps, charts, photos) to find information.	
REPORTING CATEGORY 2		
DOK	K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.	
3		
3	1. Respond to non-fiction, poetry, and drama using interpretive, critical and evaluative processes by:	
	a. analyzing author's word choice and context,	
	b. examining reasons for characters' actions,	
	c. identifying and examining characters' motives, and	
	d. considering a situation or problems from different characters' perspectives. (Same as III-B.5)	
3	2. Respond to non-fiction using interpretive, critical and evaluative processes.	
	3. <i>Analyze characters, events and plots from different texts and cite supporting evidence. (Moved to III-B position 6M.)</i>	
	4. <i>Analyze how language and visuals bring characters to life, enhance plot development and produce a response. (Moved to III-B position 7M.)</i>	
3	5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.	
REPORTING CATEGORY 3		
DOK	K-4 Benchmark I-D: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.	
1		
1	1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).	
	2. Identify key words and discover their relationships.	
	3. Adjust speed of reading to suit purpose and difficulty of material.	

	<p>4. <i>Read aloud with fluency, accuracy and comprehension when presented with a grade level passage of connected text.</i></p> <p>5. Increase vocabulary through reading, listening and interacting.</p>
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Strand III: Literature and Media
Content Standard III: Students will use literature and media to develop an understanding of people, societies and the self.

K-4 Benchmarks III-A: *Use language, literature and media to gain and demonstrate awareness of cultures around the world.*

1. *Examine the reasons for characters' actions.*
2. *Identify and examine characters' motives.*
3. *Consider a situation or problem from different characters' point of view.*
4. *Trace the exploits of character types across literature and media depicting various cultures.*

REPORTING CATEGORY 4

DOK	K-4 Benchmarks III-B: Identify and use the types of literature according to their purpose and function.
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1	1. Identify beginning, middle and end of a story.
2	2. Describe the contextual differences of various forms of literature.
3	3. Describe the reasons why an author would choose a particular genre.
	<i>4. Compose fiction, non fiction, poetry and drama, using self-selected or assigned topics and forms.</i>
3	5. Respond to fiction, poetry, and drama using interpretive, critical and evaluative processes by:
	a. analyzing author's word choice and context,
	b. examining reasons for characters' actions,
	c. identifying and examining characters' motives, and
	d. considering a situation or problems from different characters' perspectives.
3	6M. ANALYZE CHARACTERS, EVENTS AND PLOTS FROM DIFFERENT TEXTS AND CITE SUPPORTING EVIDENCE. (Moved from I-C.3.)
3	7M. ANALYZE HOW LANGUAGE AND VISUALS BRING CHARACTERS TO LIFE, ENHANCE PLOT DEVELOPMENT AND PRODUCE A RESPONSE. (Moved from I-C.4)