

**Reading
Grade 4**

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Item Types	Cognitive Levels	Strand I - Reading and Literature	Item Totals
		Sub-strand B. Vocabulary Expansion	By Sub-strand
		Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	6 – 8
		Benchmarks	By Benchmark
		<p>I.B.1 The student will acquire, understand and use new vocabulary through explicit instruction and independent reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
MC	A B	<p>I.B.2 The student will identify and understand root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to comprehend texts. <i>Content Limit:</i> Items will include only the concepts of antonyms, synonyms and homonyms. <i>Multiple-meaning words</i> are the same as <i>synonyms</i> for this benchmark. Only one concept may be assessed in an item. Items do not require definition of the specific literary terms. Root words, idioms and derivations are assessed only at the classroom level.</p>	1 – 2
		<p>I.B.3 The student will use dictionaries or glossaries to find the meaning of new words. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
MC	A B	<p>I.B.4 and I.B.5 The student will use context and word structure to determine word meanings. The student will use knowledge of prefixes and suffixes to determine the meaning of unknown words. <i>Content Limit:</i> Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item). Word structure may only assist in determining meaning and may include prefixes and suffixes.</p>	4 – 6

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		Sub-strand C. Comprehension Standard: The student will understand the meaning of texts using a variety of comprehension strategies and will demonstrate literal, interpretive and evaluative comprehension.	By Sub-strand
		Benchmarks	By Benchmark
		I.C.1 The student will read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
		I.C.2 The student will recall and use prior learning and preview text to prepare for reading. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
MC or CR	A B C	I.C.3 Students will generate and answer literal, inferential, interpretive and evaluative questions about what is read to demonstrate understanding. <i>Content Limit:</i> An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Items will require a demonstration of understanding solely from the text given.	5 – 8
MC or CR	A B C	I.C.4 Students will summarize and paraphrase what is read. <i>Content Limit:</i> Items will require a summary or paraphrase solely from the text given. Items that require the student to produce a summary or paraphrase are CR. Items for this benchmark must assess main idea and/or relevant details in fiction text. (Main idea and relevant details in other genres may be assessed in I.C.5).	1 – 3

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MC or CR	A B C	<p>I.C.5 Students will infer and identify main idea and determine relevant details in nonfiction text.</p> <p><i>Content Limit:</i> Items will require the identification of the main idea and/or its relevant details solely from the nonfiction text given. Items for this benchmark must assess main idea and/or relevant details in nonfiction text. (Main idea and relevant details in other genres may be assessed in I.C.4.)</p>	2 – 4
MC or CR	B C	<p>I.C.6 Students will distinguish fact from opinion, determine cause and effect and draw conclusions.</p> <p><i>Content Limit:</i> Individual items may require more than one skill (e.g., an item may require a conclusion based on determining the cause and effect). Items may require identification of fact and/or opinion.</p>	2 – 4
		<p>I.C.7 Students will demonstrate relationships between ideas or events in the texts using graphic organizers.</p> <p><i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
		<p>I.C.8 Students will monitor comprehension, notice when reading breaks down and use strategies to self-correct.</p> <p><i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
MC or CR	A B	<p>I.C.9 Students will follow multiple-step written instructions.</p> <p><i>Content Limit:</i> Multi-step instructions will be no more than four steps in response to an item. Items may require organization and sequencing of information.</p>	0 – 2
MC or CR	B C	<p>I.C.10 The students will compare and contrast information on the same topic from two sources.</p> <p><i>Content Limit:</i> Comparison and contrast may assess these skills within a single passage as well as between paired passages. Paired passages are based on the same theme or topic.</p>	1 – 3

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Item Types	Cognitive Levels	Strand I - Reading and Literature	Item Totals
		Sub-strand D. Literature Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	By Sub-strand
		Benchmarks	By Benchmark
		I.D.1 Students will read and respond to a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
MC or CR	A B C	I.D.2 Students will identify, respond to, and compare and contrast the literary elements of characterization, plot, setting and theme. <i>Content Limit:</i> An item may require the identification and/or the comparison/contrast of literary elements. Only literary elements of characterization, plot and setting are contained in items. The terms <i>character</i> , <i>plot</i> and <i>setting</i> may be used sparingly in items when supported by item context. Items do not require definition of the specific literary terms. <i>Theme</i> will be assessed only at the classroom level.	4 – 7
MC or CR	A B	I.D.3 Students will identify patterns of sounds such as rhyme and rhythm in poetry. <i>Content Limit:</i> Rhyme scheme may include describing rhyme and will contain internal or end rhyme. <i>Rhythm</i> in poetry will be assessed only at the classroom level.	0 – 2
		I.D.4 Students will compare and evaluate similar works by different authors in the same genre or theme. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
		I.D.5 Students will compare and evaluate two works by the same author. <i>Content Limit:</i> Assessed only at the classroom level.	N/A

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MC or CR	A B	<p>I.D.6 Students will identify first-person and third-person point of view. <i>Content Limit:</i> Identification is limited to first person and third-person. Items will not require the distinction between limited and omniscient. Definitions of first- and third-person as vocabulary terms are assessed only at the classroom level.</p>	0 – 2
MC or CR	B C	<p>I.D.7 Students will identify and determine the meanings of similes and metaphors. <i>Content Limit:</i> Items will assess understanding of the concepts simile and metaphor. Success on the item cannot be dependent on knowing the definition of the literary term. Individual items will not refer to both a simile and a metaphor. Definition of similes and metaphors as vocabulary terms are assessed only at the classroom level.</p>	1 – 3
MC or CR	B C	<p>I.D.8 Students will critically read, and evaluate text to determine author's purpose and point of view. <i>Content Limit:</i> <i>Point of view</i> refers to that of the author. Items may require identification of the author's purpose and/or support for that purpose. The term <i>message</i> may be used in place of <i>author's purpose</i>.</p>	0 – 2
MC or CR	A B C	<p>I.D.9 Students will respond to literature using ideas and details from the text to support reactions and make literary connections. <i>Content Limit:</i> Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to the passage(s) provided.</p>	8 – 12
		<p>I.D.10 Students will read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A