

# What Fourth Graders are Learning in Reading

(Based on the *Grade Expectations for Vermont Framework of Standards and Learning Opportunities*)

## WORD IDENTIFICATION SKILLS

We are learning to:

- Use our knowledge of sounds, syllables, and word patterns to identify multisyllabic words

## CONTEXT and SELF-CORRECTION STRATEGIES

We are learning to:

- Sample a page of text for readability and interest
- Stop to reread or adjust pace as needed
- Use language structure and meaning to monitor, adjust, and confirm as we read
- Predict upcoming text

## VOCABULARY

We are learning to:

- Select appropriate words to use in context
- Describe words in terms of categories, functions or features
- Read new words by using our understanding of word structure
- Use dictionaries and glossaries

## COMPREHENSION STRATEGIES

We are learning to:

- Use our prior knowledge
- Summarize
- Make logical predictions and tell why the prediction was made
- Make text based inferences about the problem, conflict, or solution (e.g. “What influenced the father’s decision to let his son try the climb?”)
- Determine importance of what we read
- Ask literal and clarifying questions
- Visualize (e.g. making pictures in one’s mind)
- Compare stories or other texts to personal experiences, prior knowledge, or other books

## **UNDERSTANDING of LITERARY TEXT**

We are learning to:

- Identify who is telling the story
- Identify and describe character, setting, problem/solution, major events, and plot
- Paraphrases or summarizes key ideas or plot with major events sequenced
- Describe character's physical characteristics or personality traits (using examples from the story of character's thoughts, words, or actions)
- Identify any significant changes in characters over time
- Identify author's basic message
- Identify causes or effects, including possible motives of characters
- Locate and use text features (e.g. transition words and subheadings)
- Use text structure clues (e.g. chronological, cause/effect, logical/sequential)
- Identifies characteristics of different types of texts (i.e. poetry, plays, realistic fiction, fantasy, folk tales, and historical fiction)
- Understand what authors do to create a story (e.g. rhyming, alliteration, simile description, or dialogue)

## **UNDERSTANDING of INFORMATIONAL TEXT**

We are learning to:

- Obtain information from text features such as a table of content, glossary, index, transition words, bold or italicized text, headings, or graphic organizers
- Use explicitly stated information to answer questions about the main idea or key details
- Show understanding of text by organizing information in charts or graphs, or by paraphrasing and summarizing
- Connect and synthesize information within a text or across texts (e.g. Construct an appropriate title)
- Form judgments or opinions about central ideas that are relevant
- Draw inferences about text, including author's purpose (e.g. to inform or to entertain)
- Distinguish fact from opinion
- Make inferences about cause and effect
- Identify the characteristics of a variety of informational texts (e.g. encyclopedias, magazines, content trade books, textbooks, procedures, or announcements)