

Grade 4 - E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade four (600L-900L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples of activities through which students might produce evidence of reading twenty-five books include:

- ❑ *Maintain an annotated list of works read.*
- ❑ *Generate a reading log or journal.*
- ❑ *Participate informal and informal book talks.*

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject or four books by a single writer, or four books in one genre, and produces evidence of reading that:

- E1b.1** makes and supports warranted and responsible assertions about the texts;
- E1b.2** supports assertions with elaborated and convincing evidence;
- E1b.3** draws the text together to compare and contrast themes, characters, and ideas;
- E1b.4** makes perceptive and well developed connections;
- E1b.5** evaluates writing strategies and elements of the author’s craft.

Examples of activities through which students might produce evidence of reading comprehension include:

- ❑ *Make connections between literary works according to a common theme.*
- ❑ *Participate in formal or informal book talk.*
- ❑ *Produce a literary response paper.*
- ❑ *Participate in a Readers’ Theater production.*
- ❑ *Create an annotated book list organized according to author, theme, or genre.*

- ❑ *Produce an informative report.*

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- E1c.1** restates or summarizes information;
- E1c.2** relates new information to prior knowledge and experience;
- E1c.3** extends ideas;
- E1c.4** makes connections to related topics or information.

Examples of activities through which students might produce evidence of reading informational materials include:

- ❑ *Contribute to an attribute book.*
- ❑ *Present information to an audience of peers.*
- ❑ *Produce a chapter book on a factual topic using more than one source.*
- ❑ *Rewrite video game instructions for a younger reader.*

E1d: The student reads aloud, accurately (in the range of 85-90%), familiar material of the quality and complexity illustrated in the sample reading list, and in a way that makes meaning clear to listeners by:

- E1d.1** self correcting when subsequent reading indicates an earlier miscue;
- E1d.2** using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings;
- E1d.3** reading with a rhythm, flow, and meter that sounds like everyday speech.

Examples of activities through which students might produce evidence of reading aloud accurately include:

- ❑ *Read aloud to peers or younger children.*
- ❑ *Analyze the use of text aids such as headlines and captions.*