

# Reading Performance Standards (Grade Level Expectations) Grade 4

PSGLEs repeated with no changes across grade levels are marked with asterisks. This indicates the PSGLE assumes a variety of text and increasing complexity to indicate the growth in the PSGLE.

Each PSGLE includes a bolded statement called the "stem." Each stem is the same or similar across the grades for a given PSGLE and is meant to communicate the main curriculum and instructional focus of the PSGLE across the grades.

The first row of each table includes a sentence that summarizes the performance standards, and the second row includes the complete performance standards. (Note that the header on each page lists the grades that are covered by each set of performance standards.)

<b>The student comprehends literal or inferred meaning from text.</b>		
<b>R1.2</b> a. Comprehend literal meaning from text. b. Use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension. E.B.1  <b>R2.2</b> Infer meaning from text. E.B.1		
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<p><b>The student comprehends literal or inferred meaning from text by</b></p> <p><b>[3] 1.2.1</b> Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions</p> <p><b>[3] 1.2.2</b> Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother's clothing, why are mother bears dangerous, what will happen next), or rereading. (e.g., for clarification, confirmation, correction) <b>(L)</b></p>	<p><b>The student comprehends literal or inferred meaning from text by</b></p> <p><b>The student comprehends literal or inferred meaning from text by</b></p> <p><b>[4] 2.2.1</b> Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p> <p><b>[4] 2.2.2</b> Self-monitoring comprehension by formulating questions while reading (e.g., <u>why is this character not telling the truth</u>, why are bears with cubs especially <u>dangerous</u>, what will happen next), or rereading (e.g., for clarification, confirmation, correction) <b>(L)</b></p>	<p><b>The student comprehends literal or inferred meaning from text by</b></p> <p><b>[5] 2.2.1</b> Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p> <p><b>[5] 2.2.2</b> Self-monitoring comprehension by formulating questions while reading (e.g., why do characters react to the same situation differently) or rereading (e.g., for clarification, confirmation, correction)* <b>(L)</b></p>

The number in brackets indicates the grade level.

Some PSGLEs have been identified as Local. They are for local assessment and will not be on a state assessment.

Differences between grade levels are underlined.

The number indicates the Performance Standard and the Grade Level Expectation number. Thus PSGLE [5] 2.2.2 represents Performance Standard 2.2, and the second PSGLE for that performance standard for grade 5.

**Note:** Items differentiated with an "i.e." indicate that statewide assessment items may only be written to the content contained within the statement in the parentheses. Items differentiated with an "e.g." do not limit assessment items to that content, but indicate examples of content that may be used in statewide assessment items.

The Performance Standards for reading have been organized into the following content strands.

**For Grade 3**

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
P.S. 1.3 Read text aloud	P.S. 1.1 Use structural analysis; read words	P.S. 1.2 Comprehend literal meaning	P.S. 1.7 Identify forms of text
		P.S. 1.4 Retell or restate information	P.S. 1.8 Identify story elements
		P.S. 1.5 Identify main idea	P.S. 1.9 Express own opinions about text
		P.S. 1.6 Follow simple directions	P.S. 1.10 Make connections
			P.S. 1.11 Identify cultural influences

**For Grades 4-6**

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
P.S. 2.3 Read text aloud	P.S. 2.1 Use structural analysis; determine meaning of unfamiliar words	P.S. 2.2 Infer meaning	P.S. 2.7 Identify forms of text
		P.S. 2.4 Retell or restate information	P.S. 2.8 Define story elements
		P.S. 2.5 Support main idea	P.S. 2.9 Differentiate fact from opinion
		P.S. 2.6 Follow multi-step directions	P.S. 2.10 Identify theme; make connections
			P.S. 2.11 Connect cultural influences

**For Grades 7-8**

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
P.S. 3.2 Read text aloud	P.S. 3.1 Read unfamiliar words	P.S. 3.3 Restate or summarize	P.S. 3.6 Identify conventions of forms of text
		P.S. 3.4 Assess support of main idea	P.S. 3.7 Analyze story elements
		P.S. 3.5 Follow multi-step directions	P.S. 3.8 Analyze author's purpose
			P.S. 3.9 Support understanding of theme
			P.S. 3.10 Compare historical/cultural influences

**For Grades 9-10**

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
P.S. Read text aloud	P.S.4.1 Read unfamiliar words	P.S. 4.2 Summarize information	P.S. 4.5 Analyze conventions of genres
		P.S. 4.3 Support main idea/critique arguments	P.S. 4.6 Analyze story elements
		P.S. 4.4 Follow multi-step directions	P.S. 4.7 Make assertions
			P.S. 4.8 Analyze themes
			P.S. 4.9 Analyze historical/cultural influences

## Reading Performance Standards (Grade Level Expectations)

- R2.1** a. Use a combination of the following to read and comprehend text: 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.  
b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words. E.B.1
- R2.2** Infer meaning from text. E.B.1
- R2.3** Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1
- R2.4** a. Retell stories in correct sequence.  
b. Restate and summarize information or ideas from a text. E.B.2
- R2.5** Locate evidence in the text and from related experiences to support understanding of a main idea. E.D.2

### Grade 4

**The student uses strategies to decode or comprehend meaning of words in text by**

- [4] **2.1.1** Demonstrating knowledge of phonetics, word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)
- [4] **2.1.2** Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)
- [4] **2.1.3** Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)
- [4] **2.1.4** Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs)
- [4] **2.1.5** Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, rereading difficult or relevant material) (L)

**The student comprehends literal or inferred meaning from text by**

- [4] **2.2.1** Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions\*
- [4] **2.2.2** Self-monitoring comprehension by formulating questions while reading (e.g., why is this character not telling the truth, why are bears with cubs especially dangerous, what will happen next), or rereading (e.g., for clarification, confirmation, correction) (L)
- [4] **2.2.3.** Making simple inferences (e.g., predicts logical outcomes, deduces missing information, such as where a story takes place if not directly stated)
- [4] **2.2.4** Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)\*

**The student reads text aloud by**

- [4] **2.3.1** Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print\* (L)

**The student restates/summarizes information by**

- [4] **2.4.1** Retelling a story in correct sequence or identifying the correct sequence of events in a story (L)
- [4] **2.4.2** Restating and summarizing information after reading a text or identifying accurate restatements and summaries

**The student demonstrates an understanding of main idea by**

- [4] **2.5.1** Identifying the main idea or central concept in various types of texts \*
- [4] **2.5.2** Locating information in narrative and informational text to answer questions related to main ideas or key details
- [4] **2.5.3** Identifying or describing related experiences to support understanding of a main idea (L)

\*Assumes a variety of text and increasing complexity

## Reading Performance Standards (Grade Level Expectations)

- R2.6** Read and follow multi-step directions to complete a simple task. E.C.2
- R2.7** Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry. E.B.2
- R2.8**
- a. Define and identify plots, settings, and characters in fiction.
  - b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors.
- R2.9**
- a. Differentiate between fact and opinion.
  - b. Express opinions about a text and support these opinions with textual evidence.E.D.2
- R2.10** Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.E.B.3
- R2.11** Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1

### Grade 4

<p><b>The student follows written directions by</b></p> <p>[4] 2.6.1 Completing a simple task by following written, <u>multi-step</u> directions (e.g., <u>recipe</u>) (L)</p> <p>[4] 2.6.2 Identifying the sequence of steps in multi-step directions</p>	<p><b>The student analyzes literary elements and devices by</b></p> <p>[4] 2.8.1 Identifying or describing in fiction</p> <ul style="list-style-type: none"> <li>• <u>plot</u> (e.g., <u>main conflict or problem, sequence of events</u>)</li> <li>• <u>settings</u> (e.g., <u>how it affects the characters or plot</u>)</li> <li>• <u>characters</u> (e.g., <u>physical characteristics, personality traits, motivation</u>)</li> </ul> <p>[4] 2.8.2 Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors (L)</p>	<p><b>The student analyzes content of text to differentiate fact and opinion by</b></p> <p>[4] 2.9.1 Distinguishing fact from opinion in a text</p> <p>[4] 2.9.2 Expressing own opinion about material read <u>and supporting opinions with evidence from text</u></p>	<p><b>The student connects themes by</b></p> <p>[4] 2.10.1 Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards)</p> <p>[4] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts</p>
<p><b>The student analyzes content and structure of genres by</b></p> <p>[4] 2.7.1 Identifying the four major genres of fiction: short story, drama (plays), novel, and poetry (L)</p> <p>[4] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction (L)</p> <p>[4] 2.7.3 Identifying use of literary elements and devices (i.e., dialogue, rhyme, <u>alliteration</u>, or <u>simile</u>)*</p>			<p><b>The student makes connections between cultural influences/events by</b></p> <p>[4] 2.11.1 Identifying cultural influences in texts (e.g., dialects, customs, traditions)* (L)</p> <p>[4] 2.11.2 Identifying common ideas, events, and situations in multicultural readings (e.g., trickster tales about Raven) (L)</p>

\*Assumes a variety of text and increasing complexity