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| **4th Grade** |  |  |  |
| **NMSB** | **COMMON CORE STANDARDS** | **POWER STANDARDS** | **Method** |
| Standard #1: Reading and Listening for Comprehension  Definition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed | **Reading Standards for Literature K–5** |  | Interact with text before, during, and after reading, listening, or viewing |
| Benchmark #1-A:  Listen to, read, react to, and retell information. | **KEY IDEAS AND DETAILS** |  | Interact with text before, during, and after reading, listening, or viewing |
| 1. Use 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).  2. Visualize and recall story details, including characterization and sequence.  3. Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction)  non-fiction (e.g., autobiographies, informational books, diaries, and journals)  poetry; drama.  4. Increase vocabulary through reading, listening, and interacting. | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.  3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or  actions). | Uses metacognitive strategies (e.g., rereads the text, consults other sources, asks for help, paraphrases, questions) to comprehend text and to clarify meaning of vocabulary. | Use reference materials  Use of resources |
| Benchmark #1-B:  Locate and use a variety of resources to acquire information across the curriculum | **CRAFT AND STRUCTURE** |  | Use reference materials  Use of resources |
| 1. Use key words, indices, cross-references, and letters on volumes to find information.  2. Use multiple representations of information (e.g., maps, charts, photos) to find information. | 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings,  descriptions, dialogue, stage directions) when writing or speaking about a text.  6. Compare and contrast the point of view from which  different stories are narrated, including the difference  between first- and third-person narrations. |  | Use reference materials  Use of resources |
| Benchmark #1-C:  Demonstrate critical thinking skills to comprehend written, spoken, and visual information | **INTEGRATION OF KNOWLEDGE AND IDEAS**  7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  8. (Not applicable to literature)  9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from  different cultures. | READING | Drawing conclusions, generalizations, and support |
| 1. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative process by:  \*analyzing author’s word choice and content  \*examining reasons for characters’ actions  \*identifying and examining characters’ motives  considering a situation or problem from different characters’ perspectives  2. Respond to non-fiction using interpretive, critical, and evaluative processes.  3. Analyze characters, events, and plots from different texts and cite supporting evidence  4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.  5. Demonstrate deductive and inductive reasoning by drawing logical conclusions. | **Range of Reading and Level of Text Complexity**  10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently,  with scaffolding as needed at the high end of the range. | READING | Drawing conclusions, generalizations, and support |
| ID Benchmark #1-D:  Acquire reading strategies | **Reading Standards for Informational Text K–5** |  | Context clues  Vocabulary |
| 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.  4. Read aloud with fluency and comprehension grade-level text.  5. Increase vocabulary through reading, listening, and interacting. | **KEY IDEAS AND DETAILS**  1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.  3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |  | Context clues  Vocabulary |
| Standard #3: Literature and Media  Definition: Students will use literature and media to develop an understanding of people, societies, and the self. | **CRAFT AND STRUCTURE**  4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text  or part of a text.  6. Compare and contrast a firsthand and  secondhand account of the same event or topic; describe the differences in focus and the information provided | Uses metacognitive strategies (e.g., rereads the text, consults other sources, asks for | Meta-cognitive strategies to: comprehend text; clarify vocabulary meaning.  Visualize and recall story details  Characterization and sequence  Read -varieties of text  Increase vocabulary |
| Benchmark #3-A:  Use language, literature, and media to gain and demonstrate awareness of cultures around the world |  |  | Use key words, indices, cross references  Use multiple representations of info |
| 1. Examine the reason for characters’ actions.  2. Identify and examine characters’ motives.  3. Consider a situation or problem from different characters’ points of view.  4. Trace the exploits of character types across literature and media depicting various cultures. | **INTEGRATION OF KNOWLEDGE AND IDEAS**  7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements  on Web pages) and explain how the information contributes to an understanding of the text in  which it appears  8. Explain how an author uses reasons and evidence to support particular points in a text.  9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | help, paraphrases, questions) to comprehend text and to clarify meaning of vocabulary. | Respond to fiction and non-fiction  Analyze characters, events, and plots  Analyze language and visuals  Demonstrate deductive and inductive reasoning |
| Benchmark #3-B:  Identify the types of literature and the purpose and function of each type | **Reading Standards: Foundational Skills (K–5)** |  | Word identification strategies  Identify key word-Relationships  Speed of reading  Fluency and Comprehension  Increase-Vocabulary |
| 1. Identify beginning, middle, and end of a story.  2. Describe the contextual differences of various forms of literature.  3. Describe the reasons why an author would choose a particular genre.  4. Compose fiction, non-fiction, poetry, and drama using self-selected and/or assigned topics and forms.  5. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by:  analyzing author’s word choice and context  examining reasons for characters’ actions  identifying and examining characters’ motives  considering a situation of problems from different characters’ perspectives | **Phonics and Word Recognition**  3. Know and apply grade-level phonics and word analysis skills in decoding words.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in  context and out of context. | Increases vocabulary through reading in context, listening, and using resource materials | Actively contribute  Use language to present info  Make oral presentations  Use non-verbal communication |
|  | **Fluency**  4. Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and  understanding.  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary |  | Use simple and compound sentences  Combine short related sentences  Capitalization  Spell correctly roots,inflexations |
| IC |  | (e.g., glossaries, dictionaries, thesauruses). | Author’s purpose  Make judgments  Cause and Effect, compare and contrast, and logical outcome  Fact and Opinion |
| ID |  |  | Interact with text  Read independently |
| IIIA |  | Reads aloud with fluency and comprehension from grade-level texts and familiar materials. | Character types and cultures  Social/cultural values and beliefs  Archetypal patterns and symbols |
| IIIB |  | Makes inferences, draws conclusions, and forms opinions about the events, characters, | Conflict and resolution  Contrast characters actions and motives  Plot and theme |
|  |  | and setting based on supporting evidence from the text. |  |
|  |  | Responds to fiction, nonfiction, poetry, and drama, using interpretive, critical and |  |
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|  |  | evaluative processes: |  |
|  |  | analyzes author’s word choice and content, |  |