4\textsuperscript{th} Grade
ELA Reading
Passage
Caroline was eating her scrambled eggs too fast.

“Don’t gobble, Caroline,” her mother said. “You have plenty of time. The movie doesn’t begin until ten o’clock.”

It was Saturday morning, and Pinocchio was going to be shown at school.

“But I have to be first in line,” said Caroline. “If I’m first, maybe I will get to sit next to Miss Olmstead.”

Miss Olmstead was Caroline’s favorite teacher. She had long brown hair and she smiled a lot.

Caroline finished her eggs, put on her coat, and ran to the door.

But her mother called after her, “Caroline, come back. You forgot to brush your teeth.”

Caroline ran back, brushed her teeth, and ran to the door.

But her mother called after her, “Caroline, you forgot your quarter for the movie. Come back and I’ll give it to you.”

The principal was going to collect all the quarters to buy toys for children in the hospital.

While her mother looked in her purse for the quarter, Caroline hopped up and down saying, “Please hurry!”

She did want to be first in line.
Caroline hurried to school as fast as she could, but she arrived too late. Nancy was already standing on the top step of the main entrance. Caroline took her place behind Nancy. She was disappointed not to be first, but it wasn’t too bad to be second. After all, Miss Olmstead had two sides. If Nancy sat on one side, Caroline could have the other side.

But now Frances was coming up to join them. Frances was Nancy’s best friend.

Frances said, “Caroline, could I please stand in front of you, so I can be right after Nancy?”

Caroline shook her head. She couldn’t let Frances stand in front of her. That would make her third, and Miss Olmstead didn’t have three sides.

Frances turned to Nancy. “Nancy, you’ll let me stand in front of you won’t you?”

Nancy said, “All right.” She couldn’t say no to her best friend.

So now Caroline was third in line.

More children kept coming. Frances let a boy with red hair stand in front of her, and he let a boy with a computer game stand in front of him. Everyone else who came was able to get into line ahead of a friend.

The line grew longer and longer. Poor Caroline wasn’t third anymore. Soon she was tenth, then twenty-first. No matter how many children came, Caroline was last in line.

By ten o’clock the line stretched all the way around the school to the side entrance. Caroline was standing just in front of the side entrance when the door suddenly opened.

The principal was there. He was surprised to see the line of children facing the wrong way. “Now, why on earth . . . ,” he wondered aloud. Then he said, “I guess no one told them to come in the side entrance.”

The principal cupped his hands around his mouth and called, “Turn around, boys and girls, and have your quarters ready!”

Naturally, Caroline was first in line. At last! She gave her quarter to the principal and went into the auditorium. Miss Olmstead was already sitting down. Caroline went over and sat down in the seat next to her.

“Well, Caroline!” Miss Olmstead said, smiling. “You must have hurried to be first inside.”

“I did,” said Caroline happily, and she settled back to wait for the movie to begin.
English
Language Arts Test
Book 1

Grade 4

January 12–16, 2009
TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

• Be sure to read carefully all the directions in the test book.
• Plan your time.
• Read each question carefully and think about the answer before choosing your response.
Directions
In this part of the test, you are going to do some reading. Then you will answer questions about what you have read.
Comets are parts of our solar system. Like the planets, they go around the sun.

But comets are not made of solid rock like planets. A comet is a ball of dust, stones, and ice. Many people call comets dirty snowballs.

The “snowball” may be only a few miles across. But when the sun heats the “snowball,” much of it is changed to gases. The gases expand and form the comet’s head, which may be thousands of miles across.

A comet moves fast in its trip around the sun. But when we see it, the comet does not seem to move. That’s because it is so far away. The moon moves fast, but when you look at it, you can’t see any motion. That’s because the moon is far away.

So comets do not streak across the sky. You cannot see any motion. But if you look night after night, you can see that a comet changes position among the stars. If you watch the moon night after night, you’ll see that it also changes position.
Each year astronomers discover new comets. Some of them are seen only once. They make one trip around the sun and then go way out into space. The sun’s gravity cannot hold them.

Other comets, like Halley, keep returning. They have been captured by the sun. Halley’s earliest visit was probably 3,000 years ago. It may keep returning for another 3,000 years.

But every time a comet goes around the sun, the comet loses part of itself. Gases and dust are pulled out of the comet. That’s why Halley is now dimmer than it used to be. Next time it visits us, in 2062, it may be even dimmer. Each visit it may get dimmer and dimmer, until it finally disappears.

1. What is this passage mostly about?
   A. comets and the sun
   B. why comets are like snowballs
   C. who discovered the first comet
   D. facts about comets

2. According to the passage, what does a comet travel around?
   A. the sun
   B. the moon
   C. other comets
   D. other planets

3. Why do comets look as if they are motionless when we see them?
   A. They are very small.
   B. They are very far away.
   C. They move very slowly.
   D. They move only at night.

4. According to the passage, some comets have been “captured by the sun.” What does this phrase mean?
   A. The comets are crashing into the sun.
   B. The comets have been brightened by the sun.
   C. The comets are stuck in the sun’s gravity.
   D. The comets have been burned by the sun’s heat.
How does the author help the reader understand what a comet looks like?

A  by telling about a famous one  
B  by explaining how far away it is  
C  by describing how fast it moves  
D  by describing it as a dirty snowball

What could the reader conclude after reading this passage?

A  Most astronomers think comets are easy to study.  
B  Most comets have been captured by the sun.  
C  Comets can be seen if they stay in one place.  
D  Comets are an interesting part of our solar system.

What is the most likely reason the author wrote this passage?

A  to give information about comets  
B  to tell readers about famous comets  
C  to explain the importance of comets  
D  to convince readers to look for comets
Directions
Read this story. Then answer questions 8 through 12.

The Tortoise, the Hare, and the Penguin

by Tom Keating
illustrated by Linda Weller

One warm afternoon, a tortoise, a hare, and a penguin sat on the sandy beach of Dassen Island. On the other side of the island stood a lighthouse.

“Let’s have a race to the lighthouse,” said the hare.

“Sounds like fun!” brayed the penguin.

“A tortoise, a hare, and a penguin—it’s almost like the race in that famous story by Aesop,” declared the tortoise.

At the count of “One, two, three, GO!” the hare bounded ahead. The penguin walked as fast as she could, and the tortoise crept slowly but steadily. Soon they came to a large pond. Neither the hare nor the tortoise had any idea how to get across the water, and going around the pond would take them far out of their way.

Go On
The penguin decided to help her friends. She told the tortoise to latch onto her stubby tail so he would not sink. The hare climbed onto the floating shell of the tortoise. The penguin paddled across the pond with her head straight up like a duck’s.

After crossing the water, all three animals looked gratefully at one another. Then they set off again toward the distant lighthouse.

Soon the tortoise, the hare, and the penguin came to a wall. The tortoise could not imagine how he would get over. Even the penguin was too short to hop over the wall. But the hare got up on her hind legs and stretched her full length so that she made an animal ramp. The penguin and tortoise climbed carefully up her back to the top of the wall.

Then the hare hopped to the upper ledge and bounded down to the ground on the other side. She propped herself against the wall like a sliding board, and the tortoise and penguin skidded right down.

All three animals shook one another’s paws, wished one another well, and started off again toward the lighthouse.

Before long they came to a dense thicket of bushes and thorny vines. The penguin and the hare could not even walk sideways without being caught by the prickly shrubs.

So the tortoise began to snap at the vines with his strong jaws. Soon he had pruned a narrow path through the thorny thicket. Then he moved backward so that his hard-shelled back spread the branches even more. The hare and the penguin walked behind the tortoise as if they were following a miniature tractor.

When they finally reached the other side of the thicket, the tortoise, the hare, and the penguin hugged one another. Then they began walking toward the lighthouse side by side.

They came to the end of the race together, each waiting for the other animal to cross the finish line.

“After you,” said the hare.

“You first,” offered the tortoise.

“Be my guest,” urged the penguin.

They all reached the goal together. Each understood that it isn’t always the fastest or even the slow and steady who wins the race. By helping one another, all three were winners.
8. The penguin **most likely** wants to race because she
   A. thinks it will be fun
   B. needs to get to the pond
   C. wants to leave the beach
   D. wants to see who is strongest

9. Why does the penguin **most likely** help the tortoise and the hare?
   A. She secretly wants to lose the race.
   B. She hopes they will pay her for her help.
   C. She is afraid to cross the pond alone.
   D. She wants them to continue the race.

10. Read the chart below.

   The penguin pulls her friends across the pond.  \[?\]  The tortoise makes a path through the thicket.

   Which event **best** completes the chart?
   A. The hare challenges her friends to a race.
   B. The hare helps her friends over the wall.
   C. The animals walk toward the lighthouse side by side.
   D. The animals wait for each other to cross the finish line.
The tortoise is able to help his friends get to the lighthouse because he

A has strong jaws
B has four short legs
C moves slowly but steadily
D can put his head inside his shell

Which part of the story tells something that could really happen?

A A hare helps animals climb over a wall.
B A penguin paddles across water.
C A hare challenges a tortoise and a penguin to a race.
D A tortoise, a hare, and a penguin hug each other.
Directions
Read this article. Then answer questions 13 through 18.

Your Nose Knows

If I were to ask you to shut your eyes and I gave you a piece of apple to eat, would you be able to tell me what it is just by tasting it? Of course, you could. Your tongue is covered with tiny “taste buds” which help you know what different foods taste like. Do you know that foods would taste different if you did not have a nose?

This experiment shows how important your nose is when you taste things.

What You Need:

• a friend to help
• small pieces of any food like carrot, orange, banana—whatever you have handy
• small pieces of apple, raw potato, and (if you are brave) onion

What You Do:

There are actually three different experiments. You and your friend should take turns trying them on each other.

Experiment 1:

Have your friend close her eyes and open her mouth. Give her a piece of the food and ask her to taste it. Then, ask her what she thinks it is. She will probably guess correctly.
**Experiment 2:**

While your friend has her eyes closed, give her a piece of the raw potato. At the same time, hold a piece of apple right under her nose. Ask her to eat the potato (but don’t call it by name) and tell you what she thinks it is. She will say it is a piece of apple! You can even do it the other way around: Have her eat a piece of apple while smelling a piece of potato, and she will think she is eating a raw potato, or, perhaps, she won’t be able to name what she is eating.

**Experiment 3: (for the brave)**

Take a piece of raw onion. You don’t have to close your eyes this time. Squeeze your nose closed with your other hand so that no smells can get into your nose. Now take a nibble of the onion. Surprise! As long as you hold your nose, you will not be able to taste the onion.

**The Science Secret**

You already know the science secret. Your nose and your tongue work together to make food taste the way it does. Your tongue, however, can taste only certain flavors like salty, bitter, sour, and sweet. All of the other “tastes” are actually “smells,” and you need your nose to “taste” them.

Oh, and you might use this science secret the next time you are told to eat something you don’t like the taste of. If you hold your nose while you eat it, you won’t “taste” it at all.
13 What is this article **mostly** about?
A why different foods can smell the same
B how smell changes the way people see
C how smell affects the way food tastes
D why some things smell better than others

14 In Experiment 1, what should you do **before** giving your friend a piece of food?
A Ask her to taste the food.
B Have her close her eyes.
C See if her guess is correct.
D Ask her to name the food.

15 According to the article, which of these foods is needed for Experiment 2?
A a potato
B an orange
C an onion
D a banana

16 In Experiment 2, what should you do **right after** holding the piece of apple under your friend’s nose?
A Hand her a piece of potato.
B Ask her to close her eyes.
C Have her guess what the food is.
D Ask her to eat the piece of potato.

17 What is the **most likely** reason Experiment 3 is called “for the brave”?
A You keep your eyes open.
B You have to bite a raw onion.
C You have to squeeze your nose.
D You do the experiment alone.

18 According to this article, what could a reader conclude about food?
A People hold their noses to eat onions.
B If you can smell potatoes, you will taste apples.
C People need a sense of smell to taste some food.
D If you close your eyes, food will taste better.
Directions
Read this poem. Then answer questions 19 through 23.

The Missing Homework

*by Cynthia Porter*

Miss Prindel always asks me,
“Where can your homework be?”
I never know the answer;
It's a mystery to me.
Was it flattened by a freight train
And then battened by a hatch?
Was it carried off by cyclone?
Was it burned up by a match?
Was it squashed by giant bullfrogs
On a boggy, soggy log?
Was it bitten by a kitten?
Was it gnawed on by a dog?
Was it lifted by a pigeon
Of a highly homing breed?
Wait! I've found it in my pocket,
And I'm very glad indeed.
Now it's obvious to anyone—
Miss Prindel, please agree
That an A + + for effort
Is the only grade for me!

*battened = fastened*

*homing = finding the way home*
19. According to the poem, what do you know about the speaker?
   A. She has big pockets.
   B. She likes her teacher.
   C. She has lost her homework before.
   D. She likes to write mystery stories.

20. Why does the speaker think she deserves an “A++ for effort”?
   A. She finds her homework.
   B. She has helped her teacher.
   C. She likes to write creative stories.
   D. She has done well on her homework.

21. Read these lines from the poem.
   
   \[\text{Was it bitten by a kitten?} \]
   \[\text{Was it gnawed on by a dog?} \]

   What does the word “gnawed” most likely mean?
   A. chewed
   B. jumped
   C. played
   D. stood
22 Which detail from the poem best shows that the speaker is forgetful?

A She asks her teacher many questions.
B She says she never knows where her homework is.
C She tells many stories to explain her missing homework.
D She asks her teacher to give her a good grade on her assignment.

23 Why does the poet most likely include so many different reasons for the missing homework?

A to tell how difficult homework can be
B to explain interesting things about animals
C to describe how smart the speaker is
D to give the speaker more time to find the homework
Directions
Read this passage. Then answer questions 24 through 28.

Geneva
by Barbara Ann Porte
illustrated by Yossi Abolafia

In this passage from *Taxicab Tales*, the narrator, her brother Sam, her mother Rita, and her father invite their friend, Geneva, who cannot hear, to dinner on the night before an art show. Benton is the family dog.

Mom’s art show was on Sunday. Daddy was off from work, and all of us helped. Mom’s best friend, Geneva Hawkes, lent us her truck for the day to transport the paintings. Geneva is a painter, too. She paints houses for a living and portraits for herself. Once she painted a portrait of Benton and gave it to us for a Thanksgiving Day present. It hangs on the wall in our dining room.

Geneva drove her truck to our house Saturday evening and parked it in front. She gave Mom the keys. “I’ll be out of town until Monday,” she said. Mom invited her to stay for dinner, and she did.

Geneva is hearing-impaired. She speaks and reads lips pretty well, but she says sign language is much easier. “Saying words out loud you’ve never heard is hard,” Geneva has told us. “So is reading lips. You have to know all the words and watch every minute. Even then, a person can miss a lot.” Sam and I know that’s true because we’ve tried.

Our mother knows how to sign pretty well. Daddy, Sam, and I are learning. Geneva is an expert. When she speaks in sign, her fingers fly. Her eyes shine, then, and her whole body seems in motion. I feel happy just watching her.

During dinner Geneva and Mom conversed in sign language. Daddy, Sam, and I took turns admiring the portrait of Benton.
Afterward our mother showed Geneva her newest paintings. When Geneva was ready to leave, Mom thanked her for the use of her truck. “Thank you,” she said. She touched the fingertips of one hand to her lips, then held them out toward Geneva. It looked, almost, as if she were throwing a kiss. That is the sign for “Thank you.”

Geneva smiled. “You’re welcome,” she said, and also signed it. Then she kissed us all good-bye, and Daddy drove her home in his cab.

This passage is mostly about a girl who

A goes to an event with friends
B appreciates a friend’s special skills
C teaches a new language to a friend
D listens to a friend give a speech

According to the passage, what do the narrator’s mother and Geneva have in common?

A They are both painters.
B They both own trucks.
C They are both hearing-impaired.
D They both know how to read lips.
The narrator feels happy when she watches Geneva use sign language. Which sentence best supports why she likes watching Geneva sign?

A  “She speaks and reads lips pretty well, but she says sign language is much easier.”
B  “Her eyes shine, then, and her whole body seems in motion.”
C  “During dinner Geneva and Mom conversed in sign language.”
D  “She touched the fingertips of one hand to her lips, then held them out toward Geneva.”

What is the most likely reason the narrator’s mother has learned sign language?

A  so she can speak to her friend
B  so her family can understand her
C  to have more interesting conversations
D  to avoid having to understand lip reading

If she spends more time with Geneva, the narrator will most likely

A  learn to drive a truck
B  go to more art shows
C  decide to be a painter herself
D  improve her sign language skills
English Language Arts Test Book 2

Grade 4

January 12–16, 2009
Name ___________________________
**TIPS FOR TAKING THE TEST**

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before writing your response.

In this test, you will be writing about a text that you will be listening to. Your writing will be scored on:

- how clearly you organize your writing and express what you have learned
- how accurately and completely you answer the questions being asked
- how well you support your responses with examples or details from the text
- how correctly you use grammar, spelling, punctuation, capitalization, and paragraphing

Whenever you see this symbol, be sure to plan and check your writing.
Directions
In this part of the test, you are going to listen to a story called “The Bell That Knew the Truth.” Then you will answer questions 29 through 31 about the story.

You will listen to the story twice. The first time you hear the story, listen carefully but do not take notes. As you listen to the story the second time, you may want to take notes. Use the space below and on the next page for your notes. You may use these notes to answer the questions that follow. Your notes on these pages will NOT count toward your final score.

Notes
The chart below shows what happens in the story. Complete the chart with details from the story.

**WHAT HAPPENS IN THIS STORY**

Judge Chen says that the bell will ring if the thief touches it.

Judge Chen says the man with clean hands is guilty.
How do the people in the courtroom react right after the last suspect touches the bell? Why do they react that way? Use details from the story to support your answer.
Planning Page

You may PLAN your writing for question 31 here if you wish, but do NOT write your final answer on this page. Your writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 7 and 8.
The story says that the judge is known for his clever solutions to difficult problems. Why is this problem difficult? How does the judge get the thief to show that he is guilty? Use details from the story to support your answer.

In your answer, be sure to include
• why the problem is difficult
• how the judge gets the thief to show that he is guilty
• details from the story to support your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.
TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

• Be sure to read carefully all the directions in the test book.
• Plan your time.
• Read each question carefully and think about the answer before writing your response.

In this test, you will be writing about texts that you will be reading. Your writing will be scored on

• how clearly you organize your writing and express what you have learned
• how accurately and completely you answer the questions being asked
• how well you support your responses with examples or details from the texts
• how correctly you use grammar, spelling, punctuation, capitalization, and paragraphing

Whenever you see this symbol, be sure to plan and check your writing.

Acknowledgments

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"After the Error" by Jerry Spinelli from Highlights for Children Magazine’s October 1995 issue, copyright © 1995 by Highlights for Children, Inc., Columbus, Ohio. Used by permission.
Directions
In this part of the test, you are going to read a story called “Swan Song” and a passage called “After the Error.” You will answer questions 32 through 35 and write about what you have read. You may look back at the passages as often as you like.
Swan Song
written and illustrated by James Marshall

A cow was waiting at the bus stop minding her own business, when a frightened swan ran up to her.

“Help! Help!” cried the swan. “A fox is after me!”

“Oh dear,” said the cow. “That’s not good.”

“Do something!” cried the swan.

“Now calm down,” said the cow. “I will help, but you must do exactly as I say.”

A moment later a panting fox rounded the corner and skidded to a halt.

“Pardon me, madam,” he said, bowing low to the cow. “Did you by any chance see a swan pass this way?”

“Why do you ask?” said the cow.

“Er,” said the fox. “She’s a friend of mine, and I have a present for her.”

“No,” replied the cow. “I did not see your friend.”

The fox scratched his chin.

“Well, thanks all the same,” he said. “And by the way, that is an exquisite hat you are wearing.”

“Thank you,” said the cow. “It is new.”

“Ha, ha, ha!” sang out the swan. “It’s not a hat at all! It’s me! We fooled you! We fooled you!”

“Aha!” cried the fox.

And he leapt up and tried to snatch the swan from atop the cow’s head.

“Hold on tight!” called out the cow.

And with that she pulled up her skirts and tore off down the road at a tremendous clip, leaving behind the wicked fox coughing and wheezing in a cloud of dust. He was absolutely furious.
When they had gotten a safe distance away, the cow put the swan down.

“You did not keep quiet as I instructed,” said the cow.

“Well my heavens,” said the swan. “I had to show that fox how smart we are.”

“Sometimes being really smart is knowing when to say nothing,” said the cow.

“But I see that I was all wrong about you. I mistook you for a swan, when you are nothing but a silly goose.”

The chart below shows what happens in the story “Swan Song.” Complete the chart with details from the story in the order in which they happen.

**WHAT HAPPENS IN THE STORY**

A cow hides a swan from a fox by wearing the swan as a hat.

The cow runs away from the fox.
After the Error
by Jerry Spinelli

I first played organized baseball in the Norristown, Pennsylvania, Little League. I was second baseman for the Green Sox.

One day we were playing the Red Sox. I don’t remember the inning, but I remember they had the bases loaded. And I remember exactly what happened next.

The batter hit a ground ball right at me. I crouched down, feet spread, glove ready, as I had been taught in baseball school. I could hear the ball crunching along the sandy ground. It hit my glove—but not the pocket. Instead, it glanced off the fat leather thumb and rolled on behind me.

My first error!

I was heartbroken. I stomped my foot. I pounded my fist in the stupid glove. I squeaked and whined. I did everything but flop down on my stomach and bawl like a baby.

When the inning was over and I slunk to the Green Sox bench, the manager was waiting for me. I thought he was going to console me. I thought he was going to say, “Tough luck, Jerry. Nice try.” And he would take me in his arms and pat my head.

That’s not what happened.

What he really did was glare angrily at me. And what he really said was, “Don’t you ever do that again.”

I thought he meant the error. I said, “I won’t. I’ll never miss another grounder as long as I live.”

“Miss?” he said. “You’ll miss lots. That’s not the problem. It’s what you did after. While you were standing there, the other team scored three runs.”

He pointed his finger at me. “Next time you miss the ball, you turn around, you chase down the ball, and when you get it you do something good with it. You don’t just stand there feeling sorry for yourself. Understand?”

I nodded. And I never forgot.

My manager was right. I’ve made lots of errors since then, both on and off the baseball field. And sometimes I just want to stand there feeling sorry for myself. It’s then that I think of my old Little League manager, and I chase down my mistake and do something good with it.
In “After the Error,” why was the manager of Jerry’s team upset with him? Use details from the passage to support your answer.

How did Jerry act after he made the error? How has his manager’s advice changed the way Jerry has reacted to errors since then? Use details from “After the Error” to support your answer.
Planning Page

You may PLAN your writing for question 35 here if you wish, but do NOT write your final answer on this page. Your writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 7 and 8.
The swan in “Swan Song” and Jerry in “After the Error” both get into trouble because of how they behave. How does the swan’s behavior get her into trouble? How does Jerry’s behavior get him into trouble? Explain what can be learned from the results of their behaviors. Use details from both passages to support your answer.

In your answer, be sure to
• describe how the swan’s behavior gets her into trouble
• describe how Jerry’s behavior gets him into trouble
• explain what can be learned from the results of their behaviors
• use details from both passages to support your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.
NY Grade 4 ELA Standards
Grade 4 Reading

<table>
<thead>
<tr>
<th>LITERACY COMPETENCIES</th>
<th>GRADE-SPECIFIC PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decoding Including Phonics and Structural Analysis</strong></td>
<td><strong>Standard 1:</strong> Students will read, write, listen, and speak for information and understanding.</td>
</tr>
<tr>
<td>• Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words</td>
<td>• Acquire information by locating and using library media resources, with some assistance</td>
</tr>
<tr>
<td>• Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words</td>
<td>• Collect and interpret data, facts, and ideas from unfamiliar texts</td>
</tr>
<tr>
<td>• Identify unfamiliar words using syntactic (grammar) cues</td>
<td>• Understand written directions and procedures</td>
</tr>
<tr>
<td>• Identify unfamiliar words using semantic (meaning) cues</td>
<td>• Locate information in a text that is needed to solve a problem</td>
</tr>
<tr>
<td>• Integrate sources of information when word reading to decode and cross-check</td>
<td>• Identify a main idea and supporting details in informational texts</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>• Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information</td>
</tr>
<tr>
<td>• Sight-read automatically high-frequency words and irregularly spelled content words</td>
<td>• Compare and contrast information on one topic from two different sources</td>
</tr>
<tr>
<td>• Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression</td>
<td>• Identify a conclusion that summarizes the main idea</td>
</tr>
<tr>
<td>• Use prior knowledge and experience in order to understand ideas and vocabulary found in books</td>
<td>• Select books independently to meet informational needs</td>
</tr>
<tr>
<td>• Acquire new vocabulary by reading books and other print sources</td>
<td>• Make inferences and draw conclusions on the basis of information from the text, with assistance</td>
</tr>
<tr>
<td>• Use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties</td>
<td>• Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts</td>
</tr>
<tr>
<td>• Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources</td>
<td>• Use graphic organizers to record significant details from informational texts</td>
</tr>
<tr>
<td>• Use a thesaurus to identify synonyms and antonyms</td>
<td>• Use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance</td>
</tr>
</tbody>
</table>

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### LITERACY COMPETENCIES

The reading competencies common to all four ELA standards that students demonstrate during grade 4 are:

**Comprehension Strategies**
- Read a variety of grade-level texts with understanding
- Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text
- Work cooperatively with others to determine meaning
- Use text structure to recognize differences among a variety of texts
- Ask questions to clarify understanding of grade-level texts
- Read grade-level texts and answer literal, inferential, and evaluative questions
- State a main idea and support it with details from the text
- State a point of view and support it with details from the text
- Participate in discussions about grade-level texts
- Demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations
- Recognize the theme or message of a text

**Motivation to Read**
- Show interest in a wide range of grade-level texts, both literary and informational
- Read voluntarily for differing purposes
- Be familiar with titles and authors of well-known grade-level texts
- Engage in independent silent reading

### GRADE-SPECIFIC PERFORMANCE INDICATORS

The grade-specific performance indicators that grade 4 students demonstrate as they learn to read include:

**Standard 3:** Students will read, write, listen, and speak for critical analysis and evaluation.
- Evaluate the content by identifying
  - the author’s purpose
  - whether events, actions, characters, and/or settings are realistic
  - important and unimportant details
  - statements of fact, opinion, and exaggeration, with assistance
  - recurring themes across works in print and media
- Compare and contrast characters, plot, and setting in literary works
- Analyze ideas and information on the basis of prior knowledge and personal experience
- Recognize how language and illustrations are used to persuade in printed and filmed advertisements and in texts, such as letters to the editor
- Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers
- Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
- Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance,
  - a central idea and supporting details
  - missing or unclear information
- Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance

**Standard 4:** Students will read, write, listen, and speak for social interaction.
- Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
- Respect the age, gender, position, and cultural traditions of the writer
- Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication