**Fourth Grade Reading Literature Common Core Standards**

adapted from *Imagine It! e-handbook* and *Common Core Clinics*

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| **Standards** | **Skills/Strategies** | **Question Stems** |
| RL1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Drawing and Supporting Inferences | * Use this chart to help you find explicit examples and details from the text to make inferences.

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| --- | --- | --- |
| What I Read | What I Know | Inference |
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| RL2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text. | ThemeSummarize TextSequence | **Theme*** Circle or underline the supporting details that help you determine the theme.
* What is the theme of this selection?

Summarize* Identify the supporting details that give clues about the theme.
* Then identify the theme.
* Use the supporting details and theme you listed to write a summary of the story. Remember to use your own words.

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| Detail 1 | Detail 2 | Detail 3 | Detail 4 |
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Theme (moral):Summary:* How would you summarize this selection?

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| First | Next | Then | Last |
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Summary:* What is one detail that you would not include?
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| RL3 - 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). | Characters, Settings, EventsMain Ideas and DetailsHistorical FictionDrama | ***Characters**** Who is the main character in this selection?
* Describe the main character’s traits.
* How do the main character’s actions help you determine his/her traits? Give examples from the text to support your reasons.
* How does the main character change within the selection?

***Settings**** Where does this story take place?
* List some details from the text that describe the setting.
* How does the setting affect the mood at the beginning of the story?

***Events**** Who are the main characters?
* What is the problem in this story?
* What is the first thing done to solve the problem in this story?
* How is the problem solved in this story?
* What might happen next in this story?
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| RL4 - 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) | AllusionsContext Clues | * What is the meaning of word in bold print?
* What strategy did you use to identify the word’s meaning (context clues, word parts, or dictionary)?
* List the context clues used to help you identify the meaning.
* What does (allusion) mean?
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| RL5 - 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. | Poem StructureDrama StructureProse Structure | *Poem** Rewrite the first verse of the poem?
* What is the rhyme scheme of the poem?
* Do lines (#) and (#) of the poem have the same meter?

*Drama** According to the list of characters, who is the main character?
* What is the setting of the play?
* Based on the dialogue, how does the main character feel?
* What does the stage direction tell you about the main character?

*Prose (short story)** In what point of view is the story written?
* Briefly summarize the plot of the story.
* How does the mood of the story change from beginning to end?
* How do the elements of the story and the play differ?
* How do the elements of the play and the poem differ?
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| RL6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Point of ViewAuthor’s Purpose | * What is the narrator’s point of view in Passage A? How do you know?
* What is the narrator’s point of view in Passage B? How do you know?
* How are Passage A and Passage B different? How are they alike?
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| RL7 - 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. | Visuals | * Reread the bold passages from the play. Based on what you learn what the character says, how does the character feel? How do you know?
* Listen to an audio version of the same lines. Pay attention to how the reader’s voice reflects the information to show how the character feels
* Does the way the person reads the story make you want to change or keep your ideas about the character? Why or why not?
* How does making connections between what you read and hear help you understand how the main character feels?
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| RL9 - 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. | Compare and Contrast Stories | * How are the topics similar and/or different?
* How are the patterns of events similar and/or different?
* How are the themes similar and/or different?
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**Fourth Grade Reading Information Common Core Standards**

adapted from *Imagine It! e-handbook* and *Common Core Clinics*

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| **Standards** | **Skills/Strategies** | **Question Stems** |
| RI1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Main Idea and DetailsDraw and Supporting Inferences | * Use this chart to help you find explicit examples and details from the text to make inferences.

|  |  |  |
| --- | --- | --- |
| What I Read | What I Know | Inference |
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| RI2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. | Summarize TextSequenceMain Idea and Details | ***Main Idea and Details**** Circle the main idea in the passage.
* Underline a supporting detail in the passage.
* Underline another supporting detail in the passage.
* Underline another supporting detail in the passage.

***Summary**** Read the selection and then look for the most important ideas.

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| --- | --- | --- | --- |
| First | Next | Then | Last |
|  |  |  |  |

Write a summary. |
| RI3 - 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. | Historical TextScientific TextTechnical Text (how-to)Cause and EffectDraw Conclusions | ***Historical and Scientific Text**** Circle or underline the cause and effect clue words in the selection.
* Use the chart below to list as many cause/effect relationships as you can.

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| --- | --- |
| Cause | Effect |
|  |  |

***Technical Text**** What task do these directions tell you how to do?
* How do you know the correct order in which to do the steps?
* What should happen before you …?
* What should happen as you …?
* What should happen after you …?
* What would happen if you skipped Step…?
* Why should you do Step … before you do Step …?
* What additional information does the diagram provide about how to …?
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| RI4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | Context Clues |

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| Word: | Strategy: |
| Definition: |

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| --- | --- | --- |
| Vocabulary Word: | Step to Find Meaning: | What It Means: |
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| RI5 - 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. | SequenceCause and EffectCompare and ContrastProblem and SolutionCompare and Contrast  | * Describe the text structure the writer uses. Identify any signal words that help you determine the structure.
* Text Structure:
* Signal words:
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| RI6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | Fact and OpinionCompare and Contrast Texts | * Which passage is a firsthand account? How do you know?
* Which passage is a secondhand account? How do you know?
* Which account (firsthand or secondhand) tells readers more about…?
* Which account (firsthand or secondhand) explains why …?
* How do you think a reader might benefit from reading both accounts?

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| Passage A | Both | Passage B |
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| RI7 - 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. | Answer Questions Using Informational TextSolve a Problem Using Informational Text | ***Graph**** How…?
* Which…?
* How does the graph help you better understand the passage?

***Diagram**** What is the purpose of…?
* How does the diagram help you better understand the instructions?

***Chart**** Which of the …?
* How does the table help you better understand the passage?

***Timeline**** In what year did …?
* How does the time line help you better understand the passage?

***Animation**** What is the definition of …?
* If …..?
* How does the animation help you better understand the passage about …?
* What important information did you learn from Source A?
* What important information did you learn from Source B?
* Use information from Source A and Source B to support your answer.

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| --- | --- | --- |
| Question: | Question: | Question: |
| Answer: | Answer: | Answer: |

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| RI8 - Explain how an author uses reasons and evidence to support particular points in a text. | Author’s Point of View and EvidenceMain Idea and DetailsDraw ConclusionsFact and OpinionAuthor’s Purpose | * In the first sentence of the second paragraph, the main idea is…. How does the author use reasons and evidence to support this point?

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| Viewpoint: |
| Evidence: | Evidence: | Evidence: |

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| RI9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Compare and Contrast Two Texts | * What did you learn from Source A and B?

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| --- | --- |
| Question: | Question: |
| Answer: | Answer: |

* What are the connections between Source A and Source B?
* What would be the focus of your report …?
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