

# Reading

## GRADE 4

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# Reading Literature

**T**he study of literature is at the heart of English language arts. In Grade 4, students apply their reading skills to interpret and respond to an increasing variety of children's literature in which they encounter a variety of characters, events, and ideas that can enrich their lives and become a lifelong source of enjoyment.

## MATERIALS

The following suggestions indicate the range of literature and level of challenge appropriate for students in Grade 4.

- ◆ traditional stories such as folk tales and fairy tales (e.g., *The Emperor's New Clothes* by Demi, *Favourite Folktales From Around The World* by Jane Yolen, *The Turkey Girl* by Penny Pollock, *A Promise To The Sun* by Tolowa M. Mollé, *Just So Stories* by Rudyard Kipling, *The Wise Old Woman* retold by Yoshiko Uchida, *The Rajah's Rice* adapted by David Barry)
- ◆ realistic stories about friends, families, or animals (e.g., *Superfudge* and *Tales of A Fourth Grade Nothing* by Judy Blume, *Junkyard Dog* by Erika Tamar, *The Keeping Quilt* by Patricia Polacco, *Dear Mr. Henshaw* by Beverly Cleary, *The First Skateboard in the History of the World* by Betsy Byars)
- ◆ children's novels (e.g., *Lemony Snicket* series, *Nose From Jupiter* by Richard Scrimger, *Stuart Little* and *Charlotte's Web* by E.B. White, *George's Marvelous Medicine* and *The BFG* by Roald Dahl. See the Educational Acquisition Consortium website at [www.bcerac.ca/irp\\_resources/1r/resources/res\\_main.htm](http://www.bcerac.ca/irp_resources/1r/resources/res_main.htm) and the Ministry of Education website at [www.bced.gov.bc.ca/irp\\_resources/1r/resources/res\\_main.htm](http://www.bced.gov.bc.ca/irp_resources/1r/resources/res_main.htm))
- ◆ sports stories (e.g., *Snapshot* series, by Gordon Korman)
- ◆ historical fiction (e.g., *Cat Running* by Z.K. Snyder, *Immigrant Kids* by Russell Freedman)
- ◆ short narrative and descriptive poems, both rhyming and free verse (e.g., *Village Tales-Teller* by Isaac Olaleye)
- ◆ plays (e.g., *The Tiger's Whisker* adapted by Sylvia Sikundar)
- ◆ humour in a variety of forms, including novels, stories and cartoons (*How To Eat Fried Worms* by Thomas Rockwell, Gordon Korman stories, *Uncle Henry's Dinner Guests* by Benedicte Froissart, *The Lunchbox Alarm* by Beverly Cleary)

## TYPES OF TASKS

In Grade 4, students explore a variety of ways of responding to, interpreting, and analyzing the literature they read. They are frequently asked to:

- ◆ write journal responses
- ◆ create visual representations (e.g., posters, storyboards)
- ◆ write summaries
- ◆ write in-role as a story character
- ◆ list information about a character
- ◆ compare self to a character or compare two fictional characters
- ◆ compare two versions of the same story
- ◆ participate in class and small-group discussions
- ◆ use graphic organizers (e.g., Venn diagrams, story maps)
- ◆ participate in reader's theatre and choral reading
- ◆ participate in role-plays and dramatizations
- ◆ offer short oral or written recommendations
- ◆ conference with the teacher about a book or story they have read independently (may include reading aloud, retelling, and responding)
- ◆ create new works of their own (including new endings) modelled on the literature they read
- ◆ read aloud or recite poems (as in reader's theatre or choral reading)

## Prescribed Learning Outcomes

The BC performance standards for Grade 4 reading literature reflect the following prescribed learning outcomes from Grade 4 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

### PURPOSES (READING & VIEWING)

It is expected that students will:

- ◆ read fluently and demonstrate comprehension of a range of grade-appropriate literary texts [B1]

### STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ select and use strategies before reading and viewing to develop understanding of text [B5]

- ◆ select and use strategies during reading and viewing to construct, monitor and confirm meaning [B6]
- ◆ select and use strategies after reading and viewing to confirm and extend meaning [B7]

#### **THINKING (READING & VIEWING)**

It is expected that students will:

- ◆ respond to selections they read or view [B8]
- ◆ read and view to improve and extend thinking [B9]

#### **FEATURES (READING & VIEWING)**

It is expected that students will:

- ◆ explain how structures and features of text work to develop meaning [B11] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

## Grade 4 Literature

*This chart describes the general characteristics of literature suitable for most students in March-April of Grade 4.*

### LANGUAGE

- generally straightforward, conversational vocabulary
- challenging or unusual words are supported by context clues
- often includes descriptive language to create an effect or mood
- stories and novels usually feature a great deal of dialogue; some dialogue may include dialect or “old-fashioned” speech
- poetry includes simple figurative language and may include some word play; many poems feature strong rhythm and rhyme, although students are expected to read simple free verse as well
- variety in sentence structure and length, simple to complex; most sentences are relatively short and restricted to two clauses

### IDEAS AND STRUCTURE

- plots tend to be fast-moving, with a lot of action, although relationships with family members and friends are often featured
- in stories and novels, the problem is solved; there is no ambiguity at the end
- in novels, each chapter usually presents and solves a problem, although it may end with a “cliffhanger”
- generally about children their own age and related to their experiences; often written in the first person
- narratives offer some description - may establish a mood
- often includes humour
- characters are generally straightforward; the “hero” is easy to identify and primarily “good” but may show some complexity (e.g., behave badly in a particular situation)
- selections often feature a clear message
- poetry is often descriptive and concrete (nature and animals are typical subjects); may deal with simple abstract concepts (e.g., friendship, personal feelings) or feature humour

### GRAPHICS AND FORMAT

- most novels have few or no illustrations
- poems and stories are often enhanced by illustrations
- type size is typically 12 point
- relatively small blocks of text, considerable white space
- in novels, chapters are relatively short (five to 10 pages)
- poems tend to be short and centred on a single page
- novels generally range from 100 to 150 pages in length

## Quick Scale: Grade 4 Reading Literature

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p><b>SNAPSHOT</b> Note: the snapshot can be used alone as a holistic scale in some situations.</p>	<p><i>With support, the student may be able to read and understand brief, simple stories and poems. Often needs one-to-one help. Work is often inaccurate or incomplete; tends to rely on guessing.</i></p>	<p><i>The student is able to read, understand, and respond to simple and direct stories, novels, and poetry but may need some support. Work is generally accurate but often provides little detail or support. Parts may be incomplete or confusing.</i></p>	<p><i>The student is able to independently read, understand, and respond to simple and direct stories, novels, and poems. Provides support when prompted. Work is generally accurate and complete.</i></p>	<p><i>The student is able to independently read, understand, and respond to straight-forward stories, novels, and poetry with some complex language and ideas. Works efficiently, provides details and support; may exceed requirement.</i></p>
<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>comprehension strategies</li> <li>word skills</li> <li>predictions</li> <li>locating detail</li> </ul>	<ul style="list-style-type: none"> <li>few strategies for correcting</li> <li>tries to sound out new words; may give up quickly</li> <li>predictions are often illogical guesses</li> <li>often guesses instead of looking at selection</li> </ul>	<ul style="list-style-type: none"> <li>with support, may adjust strategies</li> <li>needs prompting to use word strategies; often begins by asking for help</li> <li>makes simple, obvious predictions</li> <li>may have difficulty locating some specific details</li> </ul>	<ul style="list-style-type: none"> <li>beginning to adjust strategies</li> <li>uses a variety of word strategies; may need prompting</li> <li>makes logical predictions</li> <li>rereads and skims to find specific details</li> </ul>	<ul style="list-style-type: none"> <li>adjusts strategies effectively</li> <li>uses a variety of word strategies; usually efficient and successful</li> <li>makes logical and often insightful predictions</li> <li>rereads and skims for specific details; becoming efficient</li> </ul>
<p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>accuracy, use of detail and support</li> <li>characters</li> <li>sequence of events</li> <li>inferences</li> </ul>	<ul style="list-style-type: none"> <li>work is often incomplete, inaccurate; may give up</li> <li>may identify the main character(s) and some events</li> <li>difficulty recounting events in sequence</li> <li>often unable to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>most work is accurate and based on the selection; little detail or support</li> <li>accurately identifies most main characters</li> <li>retells most main events in sequence</li> <li>some simple, obvious inferences about characters' feelings</li> </ul>	<ul style="list-style-type: none"> <li>work is accurate, complete; provides some detail and support</li> <li>accurately describes main characters in some detail</li> <li>retells main events in the correct sequence</li> <li>some logical inferences about characters' feelings</li> </ul>	<ul style="list-style-type: none"> <li>work is clear, accurate, detailed; provides support</li> <li>accurately describes main characters and their relationships in detail</li> <li>retells accurately, making relationships among events clear</li> <li>logical inferences about characters' feelings and motivations</li> </ul>
<p><b>RESPONSE AND ANALYSIS</b></p> <ul style="list-style-type: none"> <li>connection to experiences and other selections</li> <li>opinions</li> </ul>	<ul style="list-style-type: none"> <li>with specific prompts and support, may be able to make concrete and obvious personal connections</li> <li>may offer simple reactions or opinions</li> </ul>	<ul style="list-style-type: none"> <li>makes concrete and obvious connections; may need prompting</li> <li>offers simple reactions or opinions with minimal support</li> </ul>	<ul style="list-style-type: none"> <li>makes some connections; may involve inferences</li> <li>offers reactions and opinions with some support</li> </ul>	<ul style="list-style-type: none"> <li>makes and explains connections that require some inferences or insights</li> <li>offers reactions and opinions with some specific support</li> </ul>

## Rating Scale: Grade 4 Reading Literature

Student achievement in reading literature by March–April of Grade 4 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<p><b>SNAPSHOT</b>  <i>Note: the snapshot can be used alone as a holistic scale in some situations.</i></p>	<p><i>With support, the student may be able to read and understand brief, simple stories and poems. Often needs one-to-one help for both reading and comprehension activities, and needs very specific prompts in order to complete work on the selection. Work is often inaccurate or incomplete; tends to rely on guessing.</i></p>	<p><i>The student is able to read, understand, and respond to simple and direct stories, novels, and poetry (as described in the chart on page 104) but may need some support. Work is generally accurate but often provides little detail or support. Parts may be incomplete or confusing.</i></p>
<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• comprehension strategies</li> <li>• word skills</li> <li>• predictions</li> <li>• locating detail</li> </ul>	<ul style="list-style-type: none"> <li>• is sometimes able to identify reading problems when asked; has few strategies for self-correcting</li> <li>• tries to sound out new words; may give up quickly (often does not attempt words that look “hard”)</li> <li>• predictions are often guesses and may not be logical; may have limited understanding of genre (e.g., story structure) and little prior knowledge</li> <li>• often responds to questions or activities by guessing instead of looking back at the selection</li> </ul>	<ul style="list-style-type: none"> <li>• if prompted, checks for understanding; is often able, with support, to adjust strategies to deal with specific problems or features</li> <li>• often deals with unfamiliar words by asking for help; when reminded, will try to use context clues, word structure, illustrations, and dictionaries</li> <li>• makes simple, obvious predictions based on understanding of genre (e.g., story structure) and prior knowledge</li> <li>• may have difficulty locating some specific details needed for a question or activity</li> </ul>
<p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• accuracy, use of detail and support</li> <li>• characters</li> <li>• sequence of events</li> <li>• inferences</li> </ul>	<ul style="list-style-type: none"> <li>• work on comprehension questions or tasks is often incomplete and/or inaccurate; student may give up unless given ongoing support</li> <li>• may identify the main character(s) and some events</li> <li>• has difficulty recounting events in sequence</li> <li>• may misinterpret literal information; often unable to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>• most work on comprehension questions or tasks is accurate and based on the selection but includes little or no detail or support; some parts may be incomplete or inaccurate</li> <li>• accurately identifies most main characters</li> <li>• retells most main events in the correct sequence; may lapse in places</li> <li>• makes some simple, obvious inferences about characters’ feelings; may miss others</li> </ul>
<p><b>RESPONSE AND ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• connection to experiences and other selections</li> <li>• opinions</li> </ul>	<ul style="list-style-type: none"> <li>• with specific prompts and support, may be able to make personal connections that are direct, concrete, and obvious (e.g., compares character’s situation to self)</li> <li>• may have difficulty making logical connections to other selections beyond the obvious (e.g., “They are both about dogs.”); often has a limited repertoire of reading experiences to draw on</li> <li>• may be able to offer simple reactions or opinions; has difficulty providing reasons (e.g., “Because it was dumb.”)</li> </ul>	<ul style="list-style-type: none"> <li>• makes personal connections that are direct, concrete, and obvious (e.g., compares character’s situation to self)</li> <li>• with prompting, makes some logical connections to other selections (e.g., two characters in similar situations)</li> <li>• offers simple reactions or opinions with some supporting reasons or explanation; reasons tend to be general and vague (e.g., “It was exciting.”) and may be very short, or long and irrelevant (often retelling the story rather than explaining own views)</li> </ul>



Fully Meets Expectations	Exceeds Expectations
<p><i>The student is able to independently read, understand, and respond to simple and direct stories, novels, and poems (as described in the chart on page 104) and complete assigned tasks. Work is generally accurate and complete; the student is usually able to provide support when prompted.</i></p>	<p><i>The student is able to independently read, understand, and respond to straightforward stories, novels, and poems that are beginning to include some complex language or ideas. Works efficiently, provides details and support, and often exceeds requirements of the task.</i></p>
<ul style="list-style-type: none"> <li>• checks for understanding; beginning to adjust strategies to deal with specific problems or features of the material (may need reminding)</li> <li>• uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; may need prompting</li> <li>• makes logical predictions based on understanding of genre (e.g., story structure) and prior knowledge</li> <li>• rereads and skims to find specific details needed for questions or activities</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; adjusts strategies to deal with specific problems or features of the material</li> <li>• uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; usually successful</li> <li>• makes logical and often insightful predictions based on understanding of genre (e.g., story structure) and prior knowledge</li> <li>• rereads and skims for specific details needed for questions or activities; becoming efficient</li> </ul>
<ul style="list-style-type: none"> <li>• work on comprehension questions or tasks is clear, accurate, complete, and based on information in the selection; provides some detail and support</li> <li>• accurately describes main characters in some detail</li> <li>• retells main events in the correct sequence</li> <li>• makes some logical inferences about characters' feelings</li> </ul>	<ul style="list-style-type: none"> <li>• work on comprehension questions or tasks is clear, accurate, complete, and based on information in the selection; provides detail and support</li> <li>• describes main characters and their relationships accurately and in detail; often includes own insights and comments</li> <li>• retells main events in the correct sequence, making relationships among events clear (e.g., time, cause-effect)</li> <li>• makes logical inferences about characters' feelings, motivations; may include some informed speculation</li> </ul>
<ul style="list-style-type: none"> <li>• makes some personal connections, often focused on the character's situation or feelings; may involve inferences</li> <li>• makes some logical connections to other selections (e.g., two characters in similar situations)</li> <li>• offers reactions and opinions with some supporting reasons or explanation</li> </ul>	<ul style="list-style-type: none"> <li>• makes and explains personal connections that require some inferences or insights; often focuses on feelings or ideas</li> <li>• makes specific connections to other selections that go beyond the obvious; provides some evidence to explain the connections</li> <li>• offers reactions and opinions with some specific supporting reasons or explanation; may question an author's choices</li> </ul>

## Sample Task: Reading Conference About *Charlotte's Web*

### CONTEXT

Throughout the year, students had ongoing conversations about the literature they were reading together as a whole class, in literature study groups, and individually with the teacher. Students had frequent opportunities to respond to questions, show understanding of parts of the stories through various representations, make personal connections, and learn strategies effective readers use. As an integral part of assessing and evaluating student reading performance, the teacher regularly initiated reading conferences with individual students.

### PROCESS

During a novel study of *Charlotte's Web*, the teacher provided a variety of activities to develop students' reading skills, including Venn diagrams, webs, mind maps, role-plays, mime, storyboards, anticipation guides, and cartoon representations of the characters' thinking. Students independently read the "Bad News" chapter in *Charlotte's Web*. The teacher conferenced with individual students to assess their abilities to:

- ◆ apply strategies they had been taught:
  - use phonics, word structures, and context clues
  - make logical predictions using prior knowledge and story structure
  - reread and skim for details
- ◆ understand and recall main ideas and details in the story
  - respond accurately, clearly, and completely to questions
  - accurately describe main events and characters
  - retell events in the correct sequence
  - make inferences
- ◆ make connections to experiences and other selections
  - make direct, obvious connections to self and to other selections
  - offer opinions

### NOTE:

The samples of Grade 4 student work in reading literature present the teacher's observation notes and assessment rather than samples of written student work.

## NOT YET WITHIN EXPECTATIONS

### Teacher's Observations

The student was not able to read the selection independently. This student needed one-to-one help for both reading and comprehension activities and very specific prompts in order to offer responses to the selection.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ cannot identify reading problems
- ◆ tries to sound-out new words
- ◆ gives up quickly
- ◆ predictions are often guesses
- ◆ has difficulty recounting events in sequence
- ◆ has difficulty making logical connections to other selections
- ◆ has a limited repertoire of reading experiences to draw on

### TEACHER'S CONFERENCE NOTES

During the conference, the teacher used the Worksheet format of the Grade 4 performance standards to record her observations. Her notes have been transcribed in the worksheet below and are shown in a handwriting font.

Aspect	Fully Meets Expectations (description from rating scale)	Teacher's Observations and Notes
<b>STRATEGIES</b> <ul style="list-style-type: none"> <li>• comprehension strategies</li> <li>• word skills</li> <li>• predictions</li> <li>• locating detail</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; beginning to adjust strategies</li> <li>• uses a variety of word strategies; may need prompting</li> <li>• makes logical predictions</li> <li>• rereads and skims to find specific details</li> </ul>	<i>"This is too hard for me."                      "Don't know those words."                      "The pictures help me."                      —tries to sound out new words but gives up easily (e.g., Templeton)</i>
<b>COMPREHENSION</b> <ul style="list-style-type: none"> <li>• accuracy, use of detail and support</li> <li>• characters</li> <li>• sequence of events</li> <li>• sequence</li> <li>• inferences</li> </ul>	<ul style="list-style-type: none"> <li>• work is accurate, complete; provides some detail and support</li> <li>• accurately describes main characters in some detail</li> <li>• retells main events in the correct sequence</li> <li>• makes some logical inferences about characters' feelings</li> </ul>	<i>Problem: "I don't know the problem."                      "I don't know the main character. There's lots of animals."                      "Don't remember what happened before. It's about pigs."</i>
<b>RESPONSE AND ANALYSIS</b> <ul style="list-style-type: none"> <li>• connection to experiences and other selections</li> <li>• opinions</li> </ul>	<ul style="list-style-type: none"> <li>• makes some connections to personal experiences and other selections; may involve inferences</li> <li>• offers reactions and opinions with some support</li> </ul>	<i>"I like the story when I hear it."                      "I like the rat — I saw one on TV."                      "I can't remember his name."                      "I like pigs."</i>

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### Teacher's Observations

The student was able to understand and respond to most questions about the story but needed some support. The student was unable to provide detail or support for answers.

- ◆ if prompted, checks for understanding, and is often able, with support, to adjust strategies
- ◆ tries to use context clues, word structure, illustrations, and dictionaries
- ◆ responses to comprehension questions are often incomplete
- ◆ accurately identifies most main characters
- ◆ makes some simple, obvious inferences about characters' feelings
- ◆ makes some personal connections, often focused on the character's situation or feelings; may involve inferences

	Not Yet	Meets	Fully	Exceeds
<i>SNAPSHOT</i>				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

**TEACHER’S CONFERENCE NOTES**

*During the conference, the teacher used the Worksheet format of the Grade 4 performance standards to record her observations. Her notes have been transcribed in the worksheet below and are shown in a handwriting font.*

Aspect	Fully Meets Expectations (description from rating scale)	Teacher’s Observations and Notes
<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• comprehension strategies</li> <li>• word skills</li> <li>• predictions</li> <li>• locating detail</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; beginning to adjust strategies</li> <li>• uses a variety of word strategies; may need prompting</li> <li>• makes logical predictions</li> <li>• rereads and skims to find specific details</li> </ul>	<p><i>—reads fluently but didn’t comprehend all read words</i>  <i>—self-corrects</i>  <i>—read on when it didn’t make sense—kept reading to see if it made sense</i>  <i>—sounded out words</i>  <i>—uses sounds of letters and word recognition</i></p>
<p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• accuracy, use of detail and support</li> <li>• characters</li> <li>• sequence of events</li> <li>• sequence</li> <li>• inferences</li> </ul>	<ul style="list-style-type: none"> <li>• work is accurate, complete; provides some detail and support</li> <li>• accurately describes main characters in some detail</li> <li>• retells main events in the correct sequence</li> <li>• makes some logical inferences about characters’ feelings</li> </ul>	<p><i>Problem: “I don’t know; each chapter has something new.”</i>  <i>—not sure about the problem</i>  <i>Bad News: “I think it is when pigs get too fat, you sort of have to kill them.”</i>  <i>—skimming the story</i>  <i>“The Zukermans are fattening him up—not to kill on purpose—to kill him for food.”</i></p>
<p><b>RESPONSE AND ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• connection to experiences and other selections</li> <li>• opinions</li> </ul>	<ul style="list-style-type: none"> <li>• makes some connections to personal experiences and other selections; may involve inferences</li> <li>• offers reactions and opinions with some support</li> </ul>	<p><i>“Bad News is for Wilbur.”</i>  <i>“It’s just a story—it’s not true.”</i>  <i>“Why don’t the sheep like the pigs much?”</i>  <i>“I wouldn’t tell Wilbur — it would get him sad and worried.”</i>  <i>“I like Charlotte—she is wise and fun—she is always nice to Wilbur.”</i>  <i>“I wouldn’t want to be her, because I would feel the sadness of the pig going away just like in the other story we read—I don’t remember the name.”</i>  <i>—referred back to another character that was lonely—made connections to a time she felt lonely</i>  <i>“I like the story—it’s exciting—you can’t wait to see what the next thing is.”</i></p>

## FULLY MEETS EXPECTATIONS

### Teacher's Observations

The student was independently able to read, understand, and respond to questions about the story. The student's answers were accurate and complete; however, the student was not able to provide reasons or explanations for personal connections and opinions.

- ◆ checks for understanding and is beginning to adjust strategies to deal with specific problems or features of the material
- ◆ uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words, but may need prompting
- ◆ responses to comprehension tasks are clear, accurate, complete, and based on information in the selection
- ◆ provides some detail and support
- ◆ accurately describes main characters in some detail
- ◆ makes some logical inferences about characters' feelings
- ◆ offers simple reactions and opinions with some supporting reasons or explanations

	Not Yet	Meets	Fully	Exceeds
<i>SNAPSHOT</i>				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

**TEACHER'S CONFERENCE NOTES**

During the conference, the teacher used the Worksheet format of the Grade 4 performance standards to record her observations. Her notes have been transcribed in the worksheet below and are shown in a handwriting font.

Aspect	Fully Meets Expectations (description from rating scale)	Teacher's Observations and Notes
<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• comprehension strategies</li> <li>• word skills</li> <li>• predictions</li> <li>• locating detail</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; beginning to adjust strategies</li> <li>• uses a variety of word strategies; may need prompting</li> <li>• makes logical predictions</li> <li>• rereads and skims to find specific details</li> </ul>	<p>—sounds out unknown words</p> <p>—rereads and skims for details</p> <p>—used finger to keep place in the text</p> <p>—skips unknown words and reads the rest of the sentence</p> <p>—looks for some description later in sentence</p> <p>—reads ahead</p> <p>—found the story 'easy to read'</p> <p>"I just skip the big words."</p>
<p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• accuracy, use of detail and support</li> <li>• characters</li> <li>• sequence of events</li> <li>• sequence</li> <li>• inferences</li> </ul>	<ul style="list-style-type: none"> <li>• work is accurate, complete; provides some detail and support</li> <li>• accurately describes main characters in some detail</li> <li>• retells main events in the correct sequence</li> <li>• makes some logical inferences about characters' feelings</li> </ul>	<p>Story problem: "That they are going to kill Wilbur."</p> <p>What do you think will happen? "Spider will save the pig."</p> <p>Why did the old sheep tell Wilbur? "Wanted to scare him—he doesn't like him."</p> <p>—retells events in correct sequence</p> <p>—able to make inferences</p>
<p><b>RESPONSE AND ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• connection to experiences and other selections</li> <li>• opinions</li> </ul>	<ul style="list-style-type: none"> <li>• makes some connections to personal experiences and other selections; may involve inferences</li> <li>• offers reactions and opinions with some support</li> </ul>	<p>"No, I wouldn't tell Wilbur, because it would just make him too scared and very sad."</p> <p>"I don't kill animals—I think it would be very wrong."</p> <p>"I like the story. Some parts are fun, especially when Templeton comes. I think he has real personality."</p> <p>"My favourite part is when Templeton comes and the egg and the stink bomb."</p>

## EXCEEDS EXPECTATIONS

### Teacher's Observations

The student is independently able to read, understand, and respond to the story. The student reads with expression and fluency. This student works efficiently, provides details and support, and exceeds requirements of the task.

- ◆ checks for understanding
- ◆ adjusts strategies
- ◆ rereads and skims for specific details
- ◆ response to comprehension questions or tasks are clear, accurate, complete, and based on information in the selection
- ◆ provides detail and support
- ◆ describes relationships accurately and in detail, often including insights and comments
- ◆ makes logical inferences about characters' feelings and motivation
- ◆ makes and explains personal connections
- ◆ makes specific connections to other selections

	Not Yet	Meets	Fully	Exceeds
<i>SNAPSHOT</i>				
STRATEGIES				
COMPREHENSION				
ANALYSIS				



**TEACHER'S CONFERENCE NOTES**

During the conference, the teacher used the Worksheet format of the Grade 4 performance standards to record her observations. Her notes have been transcribed in the worksheet below and are shown in a handwriting font.

Aspect	Fully Meets Expectations (description from rating scale)	Teacher's Observations and Notes
<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• comprehension strategies</li> <li>• word skills</li> <li>• predictions</li> <li>• locating detail</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; beginning to adjust strategies</li> <li>• uses a variety of word strategies; may need prompting</li> <li>• makes logical predictions</li> <li>• rereads and skims to find specific details</li> </ul>	<p>—reads with expression and is fluent  <i>"I try to pronounce words I don't know—I read it once or twice and wonder what it means in the sentence."</i>  <i>"Sometimes I go syllable by syllable and I sound it out in my head."</i>  <i>"I also look at word parts—you know, endings, beginnings, or smaller words inside the bigger words—it all helps me to read better."</i>  <i>"Sometimes I look or ask what it means."</i></p>
<p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• accuracy, use of detail and support</li> <li>• characters</li> <li>• sequence of events</li> <li>• sequence</li> <li>• inferences</li> </ul>	<ul style="list-style-type: none"> <li>• work is accurate, complete; provides some detail and support</li> <li>• accurately describes main characters in some detail</li> <li>• retells main events in the correct sequence</li> <li>• makes some logical inferences about characters' feelings</li> </ul>	<p><i>"The problem in the story is that Wilbur is going to be killed and most of the animals want to save him. The sheep wanted him to know ahead of time what will happen."</i>  <i>"He was being a smart Alec—if he didn't, he couldn't help what might happen."</i>            —retells the main events with ease and with accuracy            —feels empathy for Wilbur            —knows the sheep's motives</p>
<p><b>RESPONSE AND ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• connection to experiences and other selections</li> <li>• opinions</li> </ul>	<ul style="list-style-type: none"> <li>• makes some connections to personal experiences and other selections; may involve inferences</li> <li>• offers reactions and opinions with some support</li> </ul>	<p><i>"Templeton acts the way he is because he is a rat and doesn't have any friends."</i>  <i>"He likes collecting stuff, and the animals make fun."</i>  <i>"Really it is just his personality."</i>  <i>"I have an older brother just like Templeton."</i>  <i>"I wouldn't want to be Charlotte, because she dies. Wilbur has a fear of dying."</i>  <i>"I like the story—it is good and well written. There are lots of descriptive words, and I know it will have a good ending. I really like animal stories. I have read lots of them."</i>            —lists names of animal novels she has read</p>



# Reading for Information

**T**hroughout their schooling and in their lives outside of school, students apply their reading skills in order to acquire, organize, and interpret information. These skills are fundamental to their success in a variety of curriculum areas. The ability to deal with technical and reference materials is also essential for success in most careers and in many leisure activities.

## MATERIALS

The following suggestions indicate the range of informational material and level of challenge appropriate for students in Grade 4.

- ◆ Grade 4 textbooks (e.g., science, social studies)
- ◆ non-fiction (e.g., *Scholastic Question and Answer Series*, biographies, historical accounts, diaries)
- ◆ children's magazines (e.g., *Sports Illustrated For Kids*, *National Geographic World*)
- ◆ simple newspaper articles and special features
- ◆ reference materials (e.g., *The Heinemann Illustrated Encyclopedia*, *MacMillan Dictionary For Children* by Robert Costello)
- ◆ digital information from various sources, including CD-ROMs and web sites designed for children (e.g., *Atlas of the World*, *Encarta*, children's Internet sites)
- ◆ written instructions for simple procedures
- ◆ advertising and promotional materials targeted at children their age

These materials frequently include illustrations and simple charts and diagrams.

## TYPES OF TASKS

In Grade 4, students are expected to perform tasks such as the following as they read, interpret, and analyze information.

- ◆ record and organize facts
- ◆ make simple notes, often using predetermined formats such as webs and charts
- ◆ create visual representations (e.g., posters, illustrations)
- ◆ participate in class and small-group discussions
- ◆ write or present simple reports based on information from one or two sources

- ◆ recount key information orally
- ◆ respond to written or oral questions
- ◆ participate in conferences with the teacher (including reading aloud)
- ◆ follow simple written instructions for constructions, games, or classroom activities
- ◆ explain why they agree or disagree with information or ideas presented
- ◆ use information they have read in performance tasks where they make decisions, solve problems, create new products, or dramatize situations

## Prescribed Learning Outcomes

The BC performance standards for Grade 4 reading for information reflect the following prescribed learning outcomes from Grade 4 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

### PURPOSES (READING & VIEWING)

It is expected that students will:

- ◆ read fluently and demonstrate comprehension of grade-appropriate information texts [B2]

### STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ select and use strategies before reading and viewing to develop understanding of text [B5]
- ◆ select and use strategies during reading and viewing to construct, monitor, and confirm meaning [B6]
- ◆ select and use strategies after reading and viewing to confirm and extend meaning [B7]

### THINKING (READING & VIEWING)

It is expected that students will:

- ◆ respond to selections they read or view [B8]
- ◆ read and view to improve and extend thinking [B9]

## FEATURES (READING & VIEWING)

It is expected that students will:

- ◆ explain how structures and features of text work to develop meaning [B11] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

## Grade 4 Informational Materials

*This chart describes the general characteristics of informational materials suitable for most students in March–April of Grade 4.*

### LANGUAGE

- generally straightforward vocabulary, with some specific scientific or technical terms
- special or technical words are usually highlighted or in boldface type and are often defined and explained in the text
- often repeats key words and phrases when new concepts are introduced
- sentences are generally straightforward and direct, with some variety in length and pattern, simple to complex

### IDEAS AND INFORMATION

- information is mostly concrete and straightforward; if complex ideas are included, they are usually simplified and presented in both words and graphics
- tries to engage and support the reader by offering examples that are related to their own experiences and inviting personal connections and response
- relationships among ideas are explicit and relatively simple (e.g., sequence, cause-effect, main idea–details)
- composed of short paragraphs that usually begin with a clear topic sentence followed by details
- titles, headings, and subheadings signal changes in topic
- some reference books present concept spreads with an array of related illustrations and text—no intended sequence to the ideas
- some information presented in feature boxes and sidebars—not part of the flow of the text

### GRAPHICS AND FORMAT

- illustrations and other graphics clarify, support, and elaborate the written text
- clear relationships between text and illustrations, often supported with captions or labels
- processes are often represented both graphically and in words
- includes charts, graphs, maps (with legends), or diagrams
- type size is typically 12 point or larger
- may be equal amounts of graphics and written text
- small blocks of text, considerable white space
- challenging words may be highlighted, italicized, or in bold print
- book sections tend to have specific functions (e.g., table of contents, glossary, unit summaries)
- books are usually 50 to 150 pages in length

## Quick Scale: Grade 4 Reading for Information

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p><b>SNAPSHOT</b> Note: the snapshot can be used alone as a holistic scale in some situations.</p>	<p><i>With support, the student may be able to read and understand brief, simple information and procedures. Often needs one-to-one help. Work is often inaccurate or incomplete; tends to rely on guessing.</i></p>	<p><i>The student reads, understands, and is able to use simple and direct information and procedures but may need some support. Work is generally accurate, but often provides little detail or support. Parts may be incomplete or confusing.</i></p>	<p><i>The student independently reads, understands, and uses simple and direct information and procedures. Completes assigned tasks, providing support when prompted. Work is generally accurate and complete.</i></p>	<p><i>The student independently reads, understands, and uses straightforward information and procedures with some technical or specialized language. Works efficiently, provides details and support; may exceed requirements.</i></p>
<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>comprehension strategies</li> <li>word skills</li> <li>predictions</li> <li>text features</li> <li>locating detail</li> </ul>	<ul style="list-style-type: none"> <li>few strategies for self-correcting</li> <li>tries to sound out new words; may give up quickly</li> <li>predictions are often illogical guesses</li> <li>little or no use of text features</li> <li>often guesses instead of looking at selection</li> </ul>	<ul style="list-style-type: none"> <li>with support, may adjust strategies</li> <li>needs prompting to use word strategies; often begins by asking for help</li> <li>makes simple, obvious predictions</li> <li>with support, uses text features to preview and locate information</li> <li>may have difficulty locating some specific details</li> </ul>	<ul style="list-style-type: none"> <li>beginning to adjust strategies</li> <li>uses a variety of word strategies; may need prompting</li> <li>makes logical predictions</li> <li>uses text features to preview and locate information</li> <li>rereads and skims to find specific details</li> </ul>	<ul style="list-style-type: none"> <li>adjusts strategies effectively</li> <li>uses a variety of word strategies; usually efficient and successful</li> <li>makes logical and often insightful predictions</li> <li>uses text features effectively to preview, locate, and organize information</li> <li>rereads and skims for specific details; becoming efficient</li> </ul>
<p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>accuracy and completeness</li> <li>main ideas</li> <li>details</li> <li>note-making</li> </ul>	<ul style="list-style-type: none"> <li>work is often incomplete, inaccurate; may give up</li> <li>may misinterpret main ideas</li> <li>with support, may identify some relevant details</li> <li>may record or sort limited information using a template</li> </ul>	<ul style="list-style-type: none"> <li>most work is accurate; little detail or support</li> <li>identifies some main ideas</li> <li>identifies some relevant details; misses others</li> <li>records and organizes some information using a template provided</li> </ul>	<ul style="list-style-type: none"> <li>work is accurate, complete; some detail and support</li> <li>accurately identifies main ideas; may have trouble restating</li> <li>identifies relevant details</li> <li>organizes information using a template; distinguishes between main ideas and support</li> </ul>	<ul style="list-style-type: none"> <li>work is clear, accurate, detailed; parts are precise</li> <li>accurately restates main ideas in own words</li> <li>identifies specific, relevant details</li> <li>selects and uses appropriate template or organizer to make notes; efficient and complete</li> </ul>
<p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>connections to other information</li> </ul>	<ul style="list-style-type: none"> <li>unable to connect new information to what they know</li> </ul>	<ul style="list-style-type: none"> <li>makes some connections between new information and what they already know</li> </ul>	<ul style="list-style-type: none"> <li>makes logical connections between new information and what they already know</li> </ul>	<ul style="list-style-type: none"> <li>makes and explains logical connections between new information and what they already know</li> </ul>

## Rating Scale: Grade 4 Reading for Information

Student achievement in reading for information by March–April of Grade 4 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<p><b>SNAPSHOT</b>  <i>Note: the snapshot can be used alone as a holistic scale in some situations.</i></p>	<p><i>With support, the student may be able to read and understand brief, simple information passages and procedures. Often needs one-to-one help for both reading and comprehension activities. Work is often inaccurate or incomplete; tends to rely on guessing.</i></p>	<p><i>The student is able to read, understand, and use simple and direct information and procedures, including simple diagrams and charts (as described in the chart on page 120), but may need some support. Work is generally accurate but often provides little detail or support; parts may be incomplete.</i></p>
<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• comprehension strategies</li> <li>• word skills</li> <li>• predictions</li> <li>• text features</li> <li>• locating detail</li> </ul>	<ul style="list-style-type: none"> <li>• is sometimes able to identify reading problems when asked; has few strategies for self-correcting</li> <li>• tries to sound out new words; may give up quickly (often does not attempt words that look “hard”)</li> <li>• predictions are often guesses and may not be logical; does not use text features and/or prior knowledge effectively (may have limited prior knowledge)</li> <li>• does not use text features to make sense of the selection; may not notice them</li> <li>• often responds to questions or activities by guessing instead of rereading</li> </ul>	<ul style="list-style-type: none"> <li>• if prompted, checks for understanding, and is often able, with support, to adjust strategies to deal with specific problems or features of the material</li> <li>• often deals with unfamiliar words by asking for help; when reminded, will try to use context clues, word structure, illustrations, and dictionaries</li> <li>• makes simple, obvious predictions about content based on text features and recalling prior knowledge</li> <li>• may need support to use text features (e.g., headings, illustrations, diagrams) to preview and locate information</li> <li>• may have difficulty locating some specific details needed for a question or activity</li> </ul>
<p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• accuracy and completeness</li> <li>• main ideas</li> <li>• details</li> <li>• note-making</li> </ul>	<ul style="list-style-type: none"> <li>• work on comprehension tasks is often incomplete and/or inaccurate; student may give up unless given ongoing support</li> <li>• has difficulty understanding and identifying main ideas</li> <li>• with support, may identify some relevant details in response to questions or activities</li> <li>• may be able to record or sort a limited amount of information using a template or organizer provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• work on comprehension tasks is generally accurate and based on the selection; parts may be vague or incomplete</li> <li>• identifies some main ideas</li> <li>• identifies some relevant details in response to questions or activities; may miss some key details</li> <li>• organizes information or makes simple notes using a template or organizer provided by the teacher; may omit some key information or confuse main/supporting ideas</li> </ul>
<p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• connections to other information</li> </ul>	<ul style="list-style-type: none"> <li>• may have difficulty telling how information and ideas in a selection are like or unlike what they know about the topic, often because their prior knowledge is limited</li> </ul>	<ul style="list-style-type: none"> <li>• can tell some ways the information or ideas in the selection are like or unlike what they already know about the topic</li> </ul>



Fully Meets Expectations	Exceeds Expectations
<p><i>The student is able to independently read, understand, and use simple and direct information and procedural texts, including simple diagrams and charts (as described in the chart on page 120), and complete assigned tasks. Work is generally accurate and complete; the student is usually able to provide support or detail when prompted.</i></p>	<p><i>The student is able to read, understand, and use straightforward information and procedures that include some technical language, specialized features, or complex ideas. Completes assigned tasks independently. Works efficiently, provides details and support, and often exceeds requirements of the task.</i></p>
<ul style="list-style-type: none"> <li>• checks for understanding; beginning to adjust strategies to deal with specific problems or features of the material (may need reminding)</li> <li>• uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; may need prompting</li> <li>• makes logical predictions about content based on text features and recalling prior knowledge</li> <li>• uses text features (e.g., headings, illustrations, diagrams) to preview and locate information; may need reminding</li> <li>• rereads and skims to find specific details needed for questions or activities</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; adjusts strategies to deal with specific problems or features of the material</li> <li>• uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; usually successful</li> <li>• makes logical and often insightful predictions about content and organization based on text features and recalling prior knowledge</li> <li>• uses text features effectively to preview, locate, and organize information</li> <li>• rereads and skims for specific details needed for questions or activities; becoming efficient</li> </ul>
<ul style="list-style-type: none"> <li>• work on comprehension tasks is accurate, complete, and based on information in the selection</li> <li>• accurately identifies main ideas, although may have difficulty restating in own words</li> <li>• identifies relevant details in response to questions or activities</li> <li>• organizes information or makes notes using a template or organizer provided by the teacher; distinguishes between main and supporting ideas</li> </ul>	<ul style="list-style-type: none"> <li>• work on comprehension tasks is clear, accurate, complete, and based on information in the selection; parts are precise</li> <li>• accurately restates main ideas in own words</li> <li>• identifies specific, relevant details in response to questions or activities</li> <li>• can select and use an appropriate template or organizer for organizing information or making notes; distinguishes between main ideas and support; efficient and complete</li> </ul>
<ul style="list-style-type: none"> <li>• makes logical connections between new information and ideas in a selection and what they already know and believe about the topic</li> </ul>	<ul style="list-style-type: none"> <li>• makes and explains logical connections between new information and ideas in a selection and what they already know and believe about a topic; may question or evaluate new information in terms of prior knowledge</li> </ul>

## Sample Task: Reading Conference

### About the Forest

#### CONTEXT

Students in this class worked on developing effective strategies for reading and writing about information. They learned how to use text features to preview, locate and organize information. Students also had many opportunities to provide evidence of their learning through the use of a variety of written and graphic forms, including charts, webs, and maps. The teacher conferenced with individual students regularly throughout the year.

#### PROCESS

Students worked on a science unit involving a study of the forest. As part of the unit, they made a field trip to the local Conservation Forest. When students returned from the field trip, the teacher asked them to web everything they knew about forests. The teacher conferenced with students individually.

During the conference, the teacher showed the student an article entitled, “How Trees and Forests Grow: Things to Learn,” and asked the following questions.

- ◆ Looking at this text, what do you think it will be about? What makes you think that?
  - The teacher took notes on the text features the student used and what he or she said.
- ◆ Read the paragraph orally.
  - The teacher took notes on decoding strategies.

The teacher asked the student to read the remainder of the passage independently and then to complete definitions for the following words.

- ◆ forest
- ◆ seedling
- ◆ mixed forest
- ◆ photosynthesis
- ◆ climax forest
- ◆ succession

The teacher asked several comprehension questions about the passage and noted whether the student reread or skimmed the passage for information. The teacher asked the student to add any new information to the original web in a different color. Using the information in the passage, students drew a diagram of “How a Forest Grows” on the back of their web pages. The teacher instructed them to label the diagram neatly and accurately.

## NOT YET WITHIN EXPECTATIONS

### Teacher's Observations

The student needed a great deal of support and still was unable to answer most of the questions.

- ◆ is sometimes able to identify reading problems when asked but has few strategies for self-correcting
- ◆ predictions are often guesses and may not be logical
- ◆ does not use text features and/or prior knowledge effectively
- ◆ does not use text features to make sense of the selection, and may not notice them
- ◆ responses to comprehension tasks are often incomplete
- ◆ with support, may identify some relevant details in response to questions or activities
- ◆ may have difficulty telling how information and ideas in a selection are like or unlike what they know about the topic, often because their prior knowledge is limited

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

### TRANSCRIPT (QUESTIONNAIRE)

1. Forest: *no response*
2. Seedling: *seedling of pioneer trees cannot grow in the shade*
3. Mixed Forest: *Sometimes both conifers and deciduous trees grow together*
4. Photosynthesis: *no response*
5. Climax Forest: *a climax forest keeps having the same kinds of trees.*
6. Succession: *no response*



## MEETS EXPECTATIONS (MINIMAL LEVEL)

### Teacher's Observations

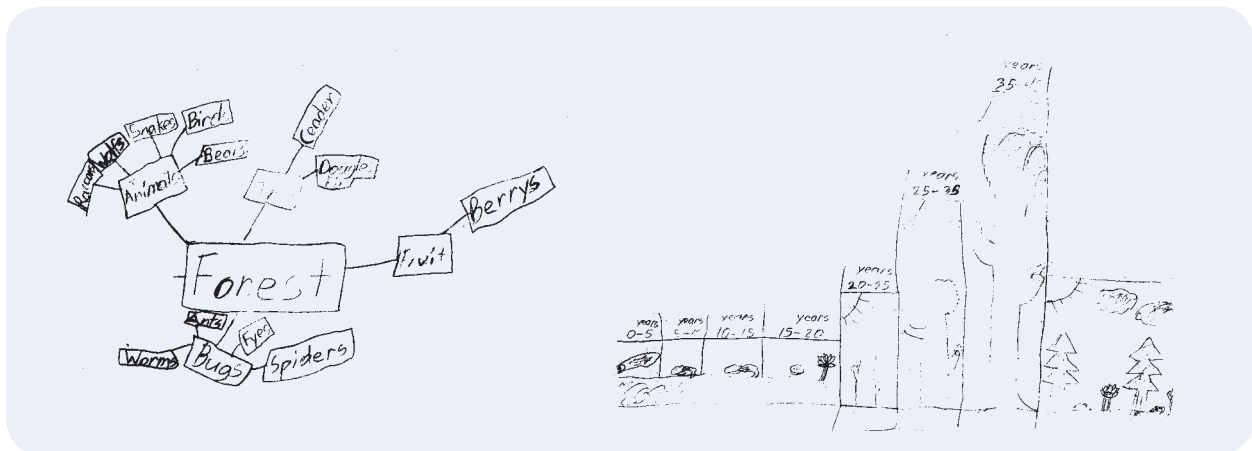
The student was able to read the selection but frequently looked to the teacher for support and often needed additional prompting. The student's work included little detail.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ if prompted, checks for understanding, and is often able, with support, to adjust strategies to deal with specific problems of the material
- ◆ often deals with unfamiliar words by asking for help; when reminded, will try to use context clues, word structure, illustrations, and dictionaries
- ◆ may have difficulty locating some specific details needed for a question or activity
- ◆ responses to comprehension tasks are generally accurate and based on the selection; parts may be vague or incomplete
- ◆ identifies some main ideas
- ◆ may have difficulty telling how information and ideas in a selection are like or unlike what they know about the topic, often because their prior knowledge is limited

### TRANSCRIPT (QUESTIONNAIRE)

1. Forest: *A place with lots of different trees*
2. Seedling: *a tiny tree.*
3. Mixed Forest: *With deciduous and coniferous trees.*
4. Photosynthesis: *When trees make their food.*
5. Climax Forest: *Climax forest also affects how forests change.*
6. Succession: *Succession can take a long long time to grow.*



## FULLY MEETS EXPECTATIONS

### Teacher's Observations

The student was able to read, understand, and use the information in the selection and in the diagram. When prompted, the student was able to provide examples and details.

- ◆ checks for understanding; beginning to adjust strategies to deal with specific problems or features of the material
- ◆ uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; usually successful
- ◆ uses text features effectively to preview, locate, and organize information
- ◆ makes logical and often insightful predictions about content and organization based on text features and recalling prior knowledge
- ◆ accurately identifies main ideas, although may have difficulty restating in own words
- ◆ identifies relevant details in response to questions or activities
- ◆ makes logical connections between new information and ideas in a selection and what the student already knows and believes about the topic

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

### TRANSCRIPT (QUESTIONNAIRE)

7. Forest: *a place full of trees*
8. Seedling: *baby tree*
9. Mixed Forest: *Every kind of trees together*
10. Photosynthesis: *how the tree got foods*
11. Climax Forest: *only one kind of trees*
12. Succession: *change from ground to climax forest.*



## EXCEEDS EXPECTATIONS

### Teacher's Observations

The student read the selection confidently and provided detailed answers to both oral and written questions.

- ◆ uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; usually successful
- ◆ uses text features effectively to preview, locate, and organize information
- ◆ makes logical and often insightful predictions about content and organization based on text features and recalling prior knowledge
- ◆ responses to comprehension tasks are clear, accurate, complete, and based on information in the selection
- ◆ identifies specific, relevant details in response to questions or activities
- ◆ makes and explains logical connections between new information and ideas in a selection and what the student already knows and believes about the topic
- ◆ questions and evaluates new information in terms of prior knowledge

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

### TRANSCRIPT (QUESTIONNAIRE)

1. Forest: *A place with wildlife, trees, fungi, and other plants.*
2. Seedling: *A child tree. When they first come out of a tree and sprout*
3. Mixed Forest: *A forest with both coniferous and deciduous trees.*
4. Photosynthesis: *When Carbon Dioxide, sunlight, and water come together to make food.*
5. Climax Forest: *A Forest that only grows one type of tree.*
6. Succession: *When something changes in the forest.*



