

Reading Benchmarks: Literature (L) and Informational Text (I)

Key Ideas and Details															
<p>4.1.1.1: L- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> • What is an inference? What context clues support your conclusion/prediction? • Using details and examples, what did you read? • Using details and examples, why did the character...? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML					
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<p>4.1.2.2: L- Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<ul style="list-style-type: none"> • What is the theme of the text? • Summarize the story in a few sentences (beginning, middle, end). <p><i>Range of Text (cross out)</i></p> <table border="1"> <tr> <td>Stories</td> <td>Dramas</td> <td>Poems</td> </tr> </table>	Stories	Dramas	Poems	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML		
Stories	Dramas	Poems													
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<p>4.1.3.3: L- 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).</p>	<ul style="list-style-type: none"> • How is the character feeling or acting? Why? • Using details, what is the setting like at this part of the story? • What events happened in the text? Describe them. 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML					
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<p>4.2.1.1: I- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> • What are important details or examples from the text? Where did you find them? • What details support when drawing inferences? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML					
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<p>4.2.2.2: I- Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> • What is the main idea of this text? How do you know? • What key details support the main idea? • Summarize the text in a few sentences (beginning, middle, end). 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML					
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<p>4.2.3.3: I- 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.</p>	<p>Student explains events, ideas, and procedures.</p> <ul style="list-style-type: none"> • Historical Events- What happened? Why? What details from the text support...? • Scientific Ideas- What is the idea? What details from the text support this idea? • Technical Procedures- How are these steps connected? Why are they organized this way? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML					
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Craft and Structure															
<p>4.1.4.4: L- 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).</p>	<ul style="list-style-type: none"> • What strategy do you use when you come to words you do not know? • Why did the author choose this word/phrase? Does this word/phrase have other meanings? (including mythology references) 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML					
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<p>4.1.5.5: L- 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.</p>	<ul style="list-style-type: none"> • What are the differences between these texts (poems, dramas, prose)? What is the same? • What are the structural elements of poems/dramas? <p><i>Range of Text (cross out)</i></p> <table border="1"> <tr> <td>Prose</td> <td>Dramas</td> <td>Poems</td> </tr> </table>	Prose	Dramas	Poems	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML		
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<p>4.1.6.6: L- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<ul style="list-style-type: none"> • Who is telling the story? (compare and contrast points of view) • Do you agree with how the characters/narrator is thinking? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML					
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<p>4.2.4.4: I- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Student understands grade 4 vocabulary</p> <ul style="list-style-type: none"> • What does this word mean? • What does this phrase mean? • What does this root/affix mean? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML					
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<p>4.2.5.5: I- 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.</p>	<ul style="list-style-type: none"> • What text features help you find important information? • How is the information structured in the text (chronology, comparison, cause/effect, problem/solution)? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>4.2.6.6: I- Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.</p>	<p>How does the firsthand account and second hand account describe the same event or topic? (differences and similarities)</p>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>Integration of Knowledge and Ideas</p>																	
<p>4.1.7.7: L- 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.</p>	<ul style="list-style-type: none"> • How are the visuals (movie, picture) and text the same? What is different? • Do the actors sound and look the same as in the text? • Did the oral presentation match the text? If different, how was their voice different from what you imagined? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>4.1.8.8: L- Not Applicable</p>																	
<p>4.1.9.9: L- 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, including American Indian.</p>	<ul style="list-style-type: none"> • What happened to the characters that is the same? What is different? • How are the themes or topics the same? • How are the plots the same? <p><i>Range of Text (cross out)</i></p> <table border="1"> <tr> <td>Adventures</td> <td>Folktales</td> <td>Legends</td> <td>Fables</td> <td>Fantasy</td> <td>Realistic Fiction</td> <td>Myth</td> </tr> </table>	Adventures	Folktales	Legends	Fables	Fantasy	Realistic Fiction	Myth	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p>4.2.7.7: I- 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.</p>	<p>How does visual, oral, or qualitative information contribute to the understanding of text?</p> <p>-Charts -Graphs -Diagrams -Time lines -Animations -Web pages</p>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>4.2.8.8: I- Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>What reasons or evidence does the author provide to support their thinking?</p>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>4.2.9.9: I- Integrate information from two texts on the same topic in order to <u>write or speak</u> about the subject knowledgeably.</p>	<p>What important points or key details are the same in these two texts? What is different? (written and oral presentations)</p>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>Range of Reading and Level of Text Complexity</p>																	
<p>4.1.10.10: L- By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range. a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>	<ul style="list-style-type: none"> • Is the student meeting grade-level reading fluency expectations? • Is the student meeting grade-level comprehension expectations • Does the student engage in independent reading activities? • Does the student select appropriate text for independent reading? • Does the student read at home every night? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>4.2.10.10: I- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>	<ul style="list-style-type: none"> • Is the student meeting grade-level reading fluency expectations? • Is the student meeting grade-level comprehension expectations • Does the student engage in independent reading activities? • Does the student select appropriate text for independent reading? • Does the student read at home every night? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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Foundational Skills	Date Met
Phonics and Word Recognition	
4.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	
Fluency	
4.3.0.4- Read with sufficient accuracy and fluency to support comprehension.	
a. Read grade-level text with purpose and understanding.	
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Language Benchmarks (brief list)	
Conventions of Standard English	
4.10.2.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (only d)	
d. Spell grade-appropriate words correctly, consulting references as needed.	
Vocabulary Acquisition and Use	
4.10.4.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
4.10.6.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	

Key Ideas and Details: Literature

Grade 4

Grade 2	Grade 3	Grade 4
Benchmark 1		
Use Details when Explaining the Text		
Ask and answer questions -Who -What -Where -When -Why -How	Questions and answers demonstrate understanding Answers refer explicitly to text	Explain what the text says... -Explicitly -Through inferences Refer to details and examples
Benchmark 2		
Determine Theme and Summarize Text		
Recount stories from diverse cultures -Fables -Folktales Determine -Central message -Lesson -Moral	Recount stories from diverse cultures -Fables -Folktales -Myths Determine -Central message -Lesson -Moral Support with key details	Determine theme -Story -Drama -Poem Reflect on details in the text Summarize the text
Benchmark 3		
Describe in Depth Characters, Settings, and Events		
Describe how characters respond -Major events -Challenges	Describe characters -Traits -Motivations -Feelings Explain how characters' actions contribute to sequence of events	Describe in depth -Character -Setting -Event Draw on specific details -Thoughts -Actions -Words -Motives
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Reference Text Explicitly Make Inferences Determine Themes Identify Details	Summarize Text Describe Characters Describe Settings Describe Events	
Instructional Goals		
Explain what a text says with references to details and examples Summarize the theme and details within a text Describe characters, settings, and events in depth with details		

Craft and Structure: Literature

Grade 4

Grade 2	Grade 3	Grade 4
Benchmark 4		
Determine Meaning of Words and Phrases		
Describe how words and phrases supply rhythm and meaning -Regular beats -Alliteration -Rhymes -Repeated lines	Determine the meaning of words and phrases Distinguish literal from non-literal language	Determine the meaning of words and phrases -Including references to significant characters in myths
Benchmark 5		
Explain Text Structure		
Describe the overall structure of a story -Beginning (introduces) -Middle -Ending (concludes)	Refer to parts of texts -Story (chapters) -Drama (scenes) -Poem (stanza) Describe how each part builds on earlier sections	Explain major differences between a poem, drama, and prose with reference to structural elements
Benchmark 6		
Compare and Contrast Points of View		
Acknowledge difference in points of view -Includes using character voices while reading aloud	Distinguish points of view -Personal -Narrator -Characters	Compare and contrast the point of view from different stories *Include first- and third-person narrations
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Understand Word Meaning Understand Phrase Meaning Recall Characters in Myths	Understand Text Structure Differences Compare and Contrast Distinguish Points of View	
Instructional Goals		
Determine the meaning of words and phrases in a text Explain the major differences between structural elements of a poem, drama, and prose Compare and contrast the point of view in different stories		

Craft and Structure: Informational

Grade 4

Grade 2	Grade 3	Grade 4
Benchmark 4		
Determine Meaning of Words and Phrases		
Determine word meaning Determine phrase meaning	Determine word meaning -General academic -Domain-specific Determine phrase meaning	Determine word meaning -General academic -Domain-specific Determine phrase meaning
*Grade 2 complexity	*Grade 3 complexity	*Grade 4 complexity
Benchmark 5		
Describe Text Structures		
Know and use various text features -Captions -Bold print -Headings -Subheadings -Glossaries -Indexes -Icons -Electronic menus	Use text features -Captions -Bold print -Indexes -Glossaries -Subheadings Use search tools -Key words -Sidebars -Hyperlinks	Describe the overall structure of events, ideas, concepts or information -Chronology -Comp./contr. -Cause/effect -Sequence -Problem/sol. -Q & A -Description
Benchmark 6		
Compare and Contrast Points of View		
Identify the main purpose of the text What does the author want to... -Answer -Explain -Describe	Distinguish personal point of view from the author's	Compare and contrast firsthand and secondhand accounts of the same event or topic *Include topics on Minnesota American Indians
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Understand Word Meaning Understand Phrase Meaning Understand Text Structure	Compare and Contrast Distinguish Accounts of Information	
Instructional Goals		
Define content area vocabulary Describe the overall structure of information in a text Compare and contrast firsthand and secondhand accounts of the same event or topic		

Key Ideas and Details: Informational

Grade 4

Grade 2	Grade 3	Grade 4
Benchmark 1		
Use Details when Explaining the Text		
Ask and answer questions -Who -What -Where -When -Why -How	Questions and answers demonstrate understanding Answers refer explicitly to text	Explain what the text says... -Explicitly -Through inferences Refer to details and examples
Benchmark 2		
Determine Main Idea and Summarize Text		
Identify main topic in a multiparagraph text Identify focus of specific paragraphs	Determine main idea Support with key details	Determine the main idea Support with key details Summarize the text
Benchmark 3		
Explain Relationships or Interactions		
Describe connections -Historical events -Scientific ideas or concepts -Technical procedure steps	Describe Relationships -Historical events -Scientific ideas or concepts -Technical procedure steps Use language pertaining to... -Time -Sequence -Cause/effect	Explain historical events, scientific ideas or concepts, and technical procedures *Include what happened and why, based on information in text
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Reference Text Explicitly Make Inferences Determine Main Ideas	Identify Key Details Summarize Text Explain Relationships or Interactions	
Instructional Goals		
Reference details and examples to support explicit and inferred meaning in a text Summarize the main idea and key details in a text Explain relationships or interactions of events, ideas, concepts, or procedures in a text		

Integration of Knowledge and Ideas: Literature

Grade 4

Grade 2	Grade 3	Grade 4
Benchmark 7		
Make Connections with Text and Multimedia		
Use information from illustrations and words (printed and digital) to demonstrate understanding -Characters -Setting -Plot	Explain how illustrations contribute to a story -Create mood -Emphasize aspects of a character or setting	Make connections between the text and a visual or oral presentation of the text -Descriptions -Directions
Benchmark 8		
<i>(Not Applicable to Literature)</i>		
-	-	-
Benchmark 9		
Compare and Contrast Stories		
Compare and contrast two or more versions of the same story -Different authors -Different cultures	Compare and contrast -Themes -Settings -Plots ...written by the same author about the same or similar characters	Compare and contrast similar themes and topics and patterns of events in stories, myths, and traditional literature from across cultures *Include texts on American Indians
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Understand Visual Presentations Understand Oral Presentations	Understand Text Meaning Compare and Contrast	
Instructional Goals		
Make connections between text and oral or visual presentations Compare and contrast themes, topics, or patterns of events in a variety of stories		

Integration of Knowledge and Ideas: Informational Grade 4		
Grade 1	Grade 2	Grade 3
Benchmark 7		
Interpret Visual, Oral, and Quantitative Information		
Explain how images contribute to and clarify text	Use information gained from illustrations and words to demonstrate understanding of the text	Interpret information presented visually, orally, or quantitatively -Charts -Animations -Diagrams -Time lines -Graphs -Interactive elements Explain how this information contributes to a text
Benchmark 8		
Explain Use of Reasons and Evidence in Text		
Describe how reasons support specific points the author makes	Describe the logical connection of information -Comparison -Cause/effect -First/second/third *Sentence and paragraph level	Explain how an author uses reasons and evidence to support particular points in a text
Benchmark 9		
Integrate Information from Multiple Texts		
Compare and contrast the most important points in two texts on the same topic	Compare and contrast -Most important points -Key details *Presented in two texts on the same topic	Integrate information from two texts on the same topic *Use this information to write or speak knowledgeably
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Identify Key Details Understand Multiple Types of Information Locate Information	Identify Reasons and Evidence Integrate Information	
Instructional Goals		
Interpret multiple type of information presented in a text Explain how an author uses reasons and evidence to support points in a text Integrate information from two texts on the same topic		