

4th Grade Reading

Goal	ISAT%	Objective Description (with content limits)	Vocabulary Words
Standard 1: Reading Process			
1.2: Acquire Concepts about Text	25-37%	4.LA.1.2.3 Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations). (707.05.b) CL: C Content Limit: Item will address graphic features in a text passage (e.g., diagrams, maps, charts, illustrations). Only one concept may be assessed in an item.	
1.4: Acquire Decoding Skills Using Word Parts		4.LA.1.4.1 Identify common root words, prefixes and suffixes, including Greek and Latin derivatives to decode unknown words. (707.01.e) CL: C Content Limit: Item will address word structure using words containing a base word, root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding.	
1.8: Vocabulary and Concept Development		4.LA.1.8.1 Identify common root words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of unknown words. (707.01.e) CL: C Content Limit: Item will address word structure using words containing a base word, root word, prefix, or suffix, including Greek and Latin derivatives, to assist in determining meaning.	
1.8: Vocabulary and Concept Development		4.LA.1.8.2 Use context, synonyms, antonyms, homophones and homographs to develop an understanding of new words. (707.01.d) CL: C Content Limit: Item will address only the concepts of context, antonyms, synonyms, and simple analogies. Only one concept may be assessed in an item. Items do not require definition of the specific literary terms.	
Standard 2: Comprehension / Interpretation			
2.1: Acquire Strategies and Skills for Comprehending Text	63-75%	4.LA.2.1.1 State author's main purpose for writing various texts. (707.03.a) CL: C Content Limit: Item requires identification of the author's main purpose for writing.	author's purpose cause/effect questioning (why, how, what-if) draw conclusions generate questions (how, why, what-if) main idea signal words summarize multi-step directions genre (including poetry) characters (e.g., traits, roles, similarities/differences) setting plot (main problem, conflict)
2.1: Acquire Strategies and Skills for Comprehending Text		4.LA.2.1.2 Identify cause and effect relationships in text by responding to "why", "how", and "what if" questions. CL: D Content Limit: Item requires a conclusion based on determining the cause and effect.	
2.1: Acquire Strategies and Skills for Comprehending Text		4.LA.2.1.3 Draw conclusions based on information gathered from text. (707.01.o) CL: D Content Limit: Item requires information obtained solely from the text given.	

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2.2: Acquire Skills to Comprehend Expository Text		4.LA.2.2.1 Distinguish between facts and opinions in expository text to support comprehension. CL: D Content Limit: Item will have text that clearly distinguishes between fact and opinion.	resolution) narrator (point of view) moral simile idiom
2.2: Acquire Skills to Comprehend Expository Text		4.LA.2.2.3 Identify main ideas and signal words to summarize information from expository text. (707.01.h) CL: C Content Limit: Item will require the identification of the main ideas and key details relevant to the nonfiction text given; item responses may include main ideas, key details, and/or signal words.	
2.2: Acquire Skills to Comprehend Expository Text		4.LA.2.2.4 Follow multi-step written directions. CL: B Content Limit: Multi-step instructions will be multiple steps in response to an item. Item may require organization and/or sequencing of information. Item requires information obtained solely from the text given.	
2.3: Acquire Skills for Comprehending Literary Text		4.LA.2.3.1 Identify defining characteristics of literature genres, including poetry. (707.02.a) CL: B Content Limit: Item will contain information about defining characteristics of the major genres of fiction (e.g., realistic fiction, tall tale, fable, legend, folktale, and poetry).	
2.3: Acquire Skills for Comprehending Literary Text		4.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. (707.02.a) CL: C Content Limit: Item will contain information about a character; response may be a descriptor of a character trait. Characterization may be addressed in the item. Item does not require definition of the specific term.	
2.3: Acquire Skills for Comprehending Literary Text		4.LA.2.3.3 Describe the setting and tell how it supports the story. (707.03.b) CL: C Content Limit: Item may contain information about the setting or how the setting supports the story; responses may be aspects of the setting. Only one aspect of the setting is addressed in the item. Item does not require definition of the specific term.	
2.3: Acquire Skills for Comprehending Literary Text		4.LA.2.3.4 Explain the main problem, conflict, and resolution of a story plot. (707.03.b) CL: D Content Limit: Item may require the identification of the main problem, key details, conflict, or resolution. Item does not require the definition of the specific literary terms.	

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2.3: Acquire Skills for Comprehending Literary Text		<p>4.LA.2.3.5 Identify the narrator of a story (point of view).</p> <p>CL: D Content Limit: Identification is limited to who is telling the story (narrator). Definitions of narrator and point of view as vocabulary terms are assessed only at the classroom level.</p>	
2.3: Acquire Skills for Comprehending Literary Text		<p>4.LA.2.3.6 Identify the moral of literary selection (e.g., fables, folktales, legends).</p> <p>CL: E Content Limit: Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to passages provided. Passages should be at a fourth grade readability based on 2 readability formulas. Item may require identification of the lesson or theme of a selection. Passages may include realistic fiction.</p>	
2.3: Acquire Skills for Comprehending Literary Text		<p>4.LA.2.3.7 Identify common similes and idioms.</p> <p>CL: C Content Limit: Item will address the understanding of the concept of simile. Item will not refer to both a simile and a metaphor. Definitions of simile and metaphor as vocabulary terms are assessed only at the classroom level.</p>	

Cognitive level codes:
B: Memorize
C: Perform procedures
D: Demonstrate understanding
E: Conjecture, generalize, prove
F: Solve non-routine problems, make connections