

Reading Assessment in Grade Four

Category	Reading Benchmark	What it Looks Like	How it Can be Monitored
<p>Personal Perceptions, Attitudes, and Interests</p>	<p>Describes how groups of people are portrayed in texts</p> <p>Chooses appropriate reading material; can identify text that can be read independently</p> <p>Discusses and explains to peers why a particular text genre or form is preferred</p>	<p>- can talk about the different groups of people portrayed in texts, including age groups, social groups, peer groups, and ethnic groups (“In the <i>Wayside School</i> books, all the kids in the class are different, but they all get along.”; “In <i>Yuit</i>, all the Inuit people in the camp work together to make sure everyone has food and is safe.”; “I like the way the kids in <i>The Pinballs</i> think they’re as good as everyone else..”)</p> <p>- chooses material that can be read and understood independently</p> <p>- identifies such things as humour, action, characters, or settings (“ I like Chester and Harold in <i>Bunnicula</i>.”; “I really like <i>A Series of Unfortunate Events</i>, because there are always little clues hidden in the books, like hints about what’s going to happen.”) or particular genres or authors (“I like Bruce Colville’s books because he’s funny, and I like science fiction.”; “I like reading books about animals, like <i>Shiloh</i> or <i>Charlotte’s Web</i>.”)</p>	<p>- literature circle discussions, reading responses, conferencing</p> <p>- reading logs, reading responses, running records</p> <p>- reading responses, conferences, book talks/recommendations</p>
<p>Comprehension</p>	<p>Extends questions and answers to clarify new understandings and explains conclusions</p> <p>Uses comprehension strategies</p> <p>Identifies main and supporting ideas in information text</p>	<p>- asks questions while reading to clarify understanding</p> <p>- discusses ideas with others to add to understanding</p> <p>- is able to provide “evidence” (from text and prior knowledge) to explain conclusions</p> <p>- makes connections, asks questions, visualizes, makes predictions, and draws conclusions (“It says here that coyotes eat small animals like mice and rabbits. That’s what foxes eat, too. That means they must be in competition for food sources.”)</p> <p>- is able to state the main ideas from sections of text, as well as providing supporting details (“The main idea of this part is that Dene people from long ago used all the parts of the caribou. They used the meat, they made clothes from the skins, and tools from the bones. “)</p>	<p>- conferencing, literature circle discussions, reading responses</p> <p>- conferencing, graphic organizers, reading responses</p> <p>- conferencing, graphic organizers</p>
<p>Processing Words and Other Text Features</p>	<p>Identifies text elements (paragraphs, illustrations and captions...)and techniques used to emphasize text and uses them to construct and confirm meaning</p>	<p>- uses text elements such as illustrations, diagrams, captions to support understanding of text; identifies main ideas in paragraphs (“This graph shows the hours of daylight in Inuvik and Yellowknife. It’s darker longer in the winter in Inuvik than in Yellowknife. That’s what this paragraph says, too. It’s because Inuvik is farther north.”; “This diagram shows how the rocket stages work. I think I understand the paragraph better when I look at the picture, too.”)</p>	<p>- conferencing, small group or guided reading instruction opportunities, small group discussions, anecdotal observations</p>

	<p>Uses word order and context clues to read new or unfamiliar words</p> <p>Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context</p>	<p>- in addition to graphophonic cues, uses word order and sentence meaning to support reading of new or unfamiliar words (“I knew that it must be a way of walking, because it came after the words ‘walked away’, and I knew from the description of him that he was kind of showing off, and I recognized the word ‘jaunt’ so I figured out it must be ‘jauntily.’”; “This part of the word says ‘ex’ and this end says ‘shun’. This middle part looks like ‘plo’. The sentence after talks about smoke and falling rocks, so I think the word is ‘explosion.’”)</p>	<p>- running records, conferencing</p>
Fluency	<p>Reads grade appropriate new text with fluency (100 – 140 words correct per minute)</p> <p>Attends to commas when reading aloud</p>	<p>- reads independent level text aloud with appropriate pacing, intonation, and expression, as well as good comprehension</p> <p>- pauses appropriately for commas to add expression and inflection to oral reading</p>	<p>- running records, anecdotal observations</p> <p>- running records, anecdotal observations</p>
Metacognition and Reading Strategies	<p>Identifies areas of accomplishment and enhancement in reading</p> <p>Reviews goals set to improve reading</p> <p>Sorts forms and genres according to their purpose and talks about their differences</p>	<p>- can identify what aspects of the reading process are considered to be “accomplished” (“I’m good at sounding out new words.”; “I’m good at figuring out what’s happening in the story.”; I’m good at picking “just right” books.”)</p> <p>- can identify what aspects of the reading process are considered to be challenging, set goals to help to meet those challenges, and determine if progress is being made (“I want to be able to read faster, so I think I need to do more reading. I’m going to try to read for an extra half-hour after school each day.”; “I wanted to make sure I understood what I was reading, so now I stop every so often and make sure I still know what’s happening in the story.”; “I need to get better at picking books that I can read by myself. I’m going to check my choices with the teacher before I go to DEAR time.”)</p> <p>- understands that different texts are written for different purposes</p> <p>- can categorize different forms and genres according to those purposes (“These books are all about pizza, but these ones are stories and poems, and these ones are all information books. If I want to learn about making pizza, I need to look in the information books.”; “I want some books that have some really beautiful images of winter, so I’m going to look in these books of poetry.”)</p>	<p>- conferencing</p> <p>- conferencing</p> <p>- conferencing, anecdotal observations</p>