

Reading Content Standard Assessed by PAWS Grade 4

PAWS Reading Assessment Content Coverage						
Reading Standard: Students use the reading process to demonstrate understanding of literary and informational texts.	Benchmark	Narrative Skills		Functional Skills	Expository Skills	
		Story Elements	Plot	Relevance/ Importance	Major Points	Information Relationship
	I. Reading Process	✓	✓	✓	✓	✓
	A	✓	✓	✓	✓	✓
	B	✓	✓	✓	✓	✓
	C	✓	✓	✓	✓	✓
	D	✓	✓	✓	✓	✓
	E	✓	✓	✓	✓	✓
	F	✓	✓	✓	✓	✓
	G	✓	✓	✓	✓	✓
	H	✓	✓	✓	✓	✓
	I	✓	✓	✓	✓	✓
	J*					
	II. Literary Text	✓	✓	✓	✓	✓
	A	✓	✓	✓	✓	✓
	B	✓	✓	✓	✓	✓
	C	✓	✓	✓	✓	✓
	D	✓	✓	✓	✓	✓
	E	✓	✓	✓	✓	✓
	F	✓	✓	✓	✓	✓
	III. Informational Text	✓	✓	✓	✓	✓
	A	✓	✓	✓	✓	✓
	B	✓	✓	✓	✓	✓
	C	✓	✓	✓	✓	✓
	D	✓	✓	✓	✓	✓

Grade 4 Reading Standards and Benchmarks described on the following page.

*Reading benchmark I.J is not assessed.

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Wyoming Reading – Grade 4

- I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
 - A. Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail.
 - B. Students demonstrate the strategy of setting a purpose before reading and visualization during reading.
 - C. Students distinguish between fact and opinion.
 - D. Students draw conclusions from text.
 - E. Students demonstrate understanding by summarizing.
 - F. Students read between the lines to infer author intent.
 - G. Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.
 - H. Students understand grade-level-appropriate technical and subject specific vocabulary.
 - I. Students use text organizers such as type, headings, and graphics to predict and categorize information.
 - J. Students read narrative and expository text aloud with level-appropriate fluency and accuracy with appropriate pacing, intonation, and expression.*
- II. Students demonstrate an understanding of literary texts.
 - A. Students use knowledge of situation, setting and a character's traits and motivations to determine the causes for that character's actions.
 - B. Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia.
 - C. Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, and narratives from different cultures, drama, literature anthologies, myths, folk tales, and legends.
 - D. Students know the defining characteristics of a variety of literary texts such as poetry, biographies, historical fiction, fiction, fairy tales, and fables, narratives from different cultures, drama, nonfiction, myths, folk tales, and legends.
 - E. Students establish a purpose for reading.
 - F. Students understand author's purpose and elements that help to achieve that purpose such as language, form, setting, specific information and details, and persuasive techniques.
- III. Students demonstrate an understanding of informational texts.
 - A. Students read a variety of nonfiction and informational texts.
 - B. Students summarize important information.
 - C. Students locate information using table of contents, index, or glossary.
 - D. Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).