

Reading Literature – Grade 4

Key Ideas and Details

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
RL 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Carried Over from Phase I
RL4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Carried Over from Phase I
RL4.3	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).	Carried Over from Phase I

Craft and Structure

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
RL4.4	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).	Carried Over from Phase I
RL4.5	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.	Carried Over from Phase I
RL4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Carried over from Phase I

Integration of Knowledge and Ideas

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
RL4.7	Not assessed on PAWS	Not assessed on PAWS
RL4.8	Not applicable to literature	Not applicable to literature
RL4.9		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.
RL4.10	Not assessed on PAWS	Not assessed on PAWS

Reading Informational Text – Grade 3

Key Ideas and Details

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
RI4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Carried Over from Phase I
RI4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Carried Over from Phase I
RI4.3	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.	Carried Over from Phase I

Craft and Structure

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
RI4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Carried Over from Phase I
RI4.5	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.	Carried Over from Phase I
RI4.6		Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
RI4.7	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.	Carried Over from Phase I
RI4.8	Explain how an author uses reasons and evidence to support particular points in a text.	Carried Over from Phase I
RI4.9		Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI4.10	Not assessed on PAWS	Not assessed on PAWS

Reading Foundational Skills - Not assessed on PAWS

Language Standards

Conventions of Standard English – Assessed through SAWS

Knowledge of Language – Assessed through SAWS

Vocabulary Acquisition and Use

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
L4.4	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.	Carried Over from Phase I
L4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Carried Over from Phase I
L4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Carried Over from Phase I
L4.4c	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.	Carried Over from Phase I
L4.5	Demonstrate understanding of word relationships and nuances in word meanings.	Carried Over from Phase I
L4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Carried Over from Phase I
L4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Carried Over from Phase I
L4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Carried Over from Phase I
L4.6	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)	Carried Over from Phase I