

4TH GRADE READING CHECKLIST
Goals 1 – 5
Illinois Learning Standards A-C
Assessment Frameworks

ISAT test questions are derived from this checklist. Use as a curriculum guide.

WORDS IN ISOLATION

- _____ Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ish to determine the meaning of foolish).
- _____ Identify the word base of familiar words with affixes from Roots and Affixes list (e.g., precooked, realistic).
- _____ Determine the meaning of unknown compound words by applying knowledge of known individual words (e.g., watchman).

WORDS IN CONTEXT

- _____ Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
- _____ Use synonyms to define words.
- _____ Use antonyms to define words.
- _____ Determine the word that best fits a given context.
- _____ Determine the correct use of homonyms using context clues.

READING STRATEGIES

- _____ Activate prior knowledge to establish purpose for reading a given passage.
- _____ Identify probable future outcomes or actions.
- _____ Use information in charts, graphs, and diagrams to help understand a reading passage.
- _____ Determine the purpose of features of informational text (e.g., bold print, keywords, graphics).
- _____ Distinguish between minor and significant information in a passage.
- _____ Identify explicit and implicit main ideas.
- _____ Identify structural or organizational patterns in informational text (e.g., description, compare/contrast, sequence, cause/effect).

_____ Demonstrate understanding by using graphic organizers (e.g., Venn Diagrams and semantic webs) to represent passage content.

_____ Make comparisons across reading passages (e.g., topics, story elements).

LITERAL OR SIMPLE INFERENCE

_____ Determine the answer to a literal or simple inference question regarding the meaning of a passage.

SUMMARIZING AND MAIN IDEA

_____ Distinguish the main ideas and supporting details in informational text.

_____ Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).

_____ Summarize a story passage or text, or identify the best summary.

SEQUENCING AND ORDERING

_____ Identify or summarize the order of events in a story.

DRAWING CONCLUSIONS BASED ON EVIDENCE

_____ Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

_____ Differentiate between fact and opinion.

_____ Draw conclusions from information in maps, charts, graphs, and diagrams.

INTERPRETING INSTRUCTIONS

_____ Determine whether a set of complex instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).

AUTHOR'S PURPOSE AND DESIGN

_____ Identify the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).

ENABLING OBJECTIVES

From Grade 3

_____ Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., use knowledge of the prefix dis- to determine the meaning of disrespect).

_____ Identify the word base of familiar words with common affixes (e.g., misspelled or unfinished).

_____ Determine the answer to a literal or simple inference question regarding the meaning of a passage.

_____ Distinguish between the main ideas and supporting details in informational text.

From Grade 2

_____ Identify words that begin with the same sound [including consonant digraphs, different letters having the same sound, and silent letters (e.g., knight and new)].

_____ Identify words having the same vowel sound (e.g., date and slave).

_____ Identify rhyming words with different spelling patterns, (e.g., feet and neat, light and kite).

_____ Determine the answer to a literal or simple inference question regarding the meaning of a passage.

STORY AND LITERARY STRUCTURE

_____ Differentiate among the literary elements of plot, character, setting, and theme.

_____ Distinguish between main and supporting characters.

_____ Identify events important to the development of the plot and subplot.

_____ Identify setting, including how setting affects the plot.

_____ Identify the author's message.

_____ Compare stories to personal experience, prior knowledge, or other stories.

_____ Explain outcomes using the following literary elements: rising action, climax.

CHARACTERIZATION

_____ Determine what characters are like (by what they say or do) by how the author or illustrator portrays them.

_____ Determine character motivation.

_____ Determine the causes of characters' actions (other than motivation).

LITERARY TERMS AND DEVICES

_____ Identify and interpret more complex figurative language (e.g., metaphor, simile, idiom).

_____ Identify examples of poetic devices using sound, (e.g., alliteration, onomatopoeia, rhyme scheme, and consonance).

VARIETY OF LITERARY WORKS (STANDARD B)

_____ Identify the following forms and genres: myth or legend, story, folktale, nonfiction, and poem.

_____ Identify whether a given nonfiction passage is narrative, persuasive, or expository.

Grade 4**Part Definition**

able, ible (e.g., dependable, edible)

al (e.g., natural, rental)

ance (e.g., reluctance, tolerance)

bi- (e.g., bicycle, bivalve, triangle)

ex- (e.g., exclude, expel)

fact (e.g., factory, manufacture)

geo (e.g., geography, geology)

ic (e.g., heroic, realistic)

il-, ir- (e.g., illegal, irregular)

in-, im- (e.g., immigrate, immature, indigestion)

-ish (e.g., childish, babyish)

non- (e.g., nonsense, nonstop)

over (e.g., overdone)

port (e.g., transport, portable)

pre- (e.g., preview, precooked)

struct (e.g., construct, destruct)

tri (e.g., tricycle, triangle)