

TEACHING FOCUS

READING

GRADES 4-6

CRITERIA	GRADE 4	GRADE 5	GRADE 6
WHAT THEY READ	<ul style="list-style-type: none"> variety of fiction and non-fiction (e.g., short novels, myths, biographies, short articles) 	<ul style="list-style-type: none"> variety of fiction and non-fiction (e.g., novel, short stories, biographies, editorials) 	<ul style="list-style-type: none"> variety of fiction and non-fiction (e.g., novels, short stories, poetry, myths, articles)
READING ALOUD	<ul style="list-style-type: none"> read clearly, with expression 	<ul style="list-style-type: none"> read, adjusting speed according to purpose and audience 	<ul style="list-style-type: none"> read, showing understanding of material and awareness of audience
READING STRATEGIES	<ul style="list-style-type: none"> predicting; research skills (e.g., formulate questions, locate information, clarify understanding through discussion) 	<ul style="list-style-type: none"> select appropriate strategies (e.g., adjust reading speed for different purposes); research skills (e.g., formulate questions, locate information, compare information from a variety of sources) 	<ul style="list-style-type: none"> select appropriate strategies; predicting; adjust reading speed appropriately
RESPONDING	<ul style="list-style-type: none"> interpret texts, using evidence from the work and from own knowledge and experience; develop opinions by reading a variety of materials 	<ul style="list-style-type: none"> explain their own interpretation of a text, using evidence from the work and from their own knowledge and experience 	<ul style="list-style-type: none"> explain their own interpretation of a text, using evidence from the work and from their own knowledge and experience; make judgements and draw conclusions about ideas in texts on the basis of evidence
SELECTING READING MATERIAL	<ul style="list-style-type: none"> match purpose for reading to the text they select 	<ul style="list-style-type: none"> match purpose for reading to the text they select; use knowledge of different forms of text to select appropriate materials for a specific purpose (e.g., article in a reference book) 	<ul style="list-style-type: none"> match purpose for reading to the text they select; use knowledge of different forms of text to select appropriate materials for a specific purpose (e.g., encyclopedia provides a general introduction to a topic)
VOCABULARY BUILDING	<ul style="list-style-type: none"> use root words, synonyms, antonyms; understand specialized terms in different subject areas (e.g., technology); use a dictionary 	<ul style="list-style-type: none"> use root words, prefixes and suffixes, synonyms and antonyms, specialized terms in different subject areas, dictionary and thesaurus 	<ul style="list-style-type: none"> use knowledge of word origins and derivations; use dictionary and thesaurus; understand specialized words or terms (e.g., medieval)
LANGUAGE STRUCTURES	<ul style="list-style-type: none"> use knowledge of language structures and grammar to understand texts (e.g., verb tenses, parts of speech, simple and compound sentences); variety of sentence types (e.g., questions, exclamations); use knowledge of syllables to read unfamiliar words 	<ul style="list-style-type: none"> use knowledge of language structures and grammar to understand meaning of texts (e.g., phrases: For someone of her age, she plays the piano very well); noun-pronoun agreement; recognize patterns of word sounds (e.g., ation in nation, information) 	<ul style="list-style-type: none"> use knowledge of grammar, word structure and sentence structure to understand texts (e.g., subordinate clauses: Because she worked very hard, she was very successful; adjective and adverb phrases: Luckily for me, the school closed early today.)