

Kansas State Reading and Assessment Guide

(based on the KS State Reading Standards
approved by the Kansas State Board of Education on July 2003)

Grade 4th

Developed by the Kansas State Department of Education
and
Reading Specialists from the Private Sector
in Kansas

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Standard/Benchmark/Indicator

R.4.1.3.1

▲ determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.

Explanation of Indicator

When a student encounters an unknown word or phrase, he should be able to use the clues from the surrounding words to figure out the meaning of the unknown word or phrase.

Instructional Example

Read the passage and delete certain words. Read the passage with the blanks and ask the student to be thinking about which word would make sense in the sentences.

Test Specification Notes (official)

- MC
- PB and NPB
- Passage types: N, E, T
- Tested words should be 2 or more grade levels above the student's grade level.
- There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.

(recommended)

Do not test words defined in a glossary.

A grade-level word with a meaning above grade level can be tested.

State Assessment Sample Item

In Step 10, the word sufficient probably means

In the third paragraph, the word reef means

In the first paragraph, the phrase "wolf down" probably means

Read the sentence below from the passage.

[space]

Sarah's house was so remote, it took an hour to get to the nearest store.

[space]

In the sentence, the word remote probably means

Context Clues				
R.4.1.3.1				

Standard/Benchmark/Indicator

R.4.1.3.4

▲ determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).

Explanation of Indicator

The student knows how adding beginnings or endings to words change the meaning of the word.

Instructional Example

Have the student create paper train cars, engine = prefixes; the regular car = root words; and the caboose = suffixes. The student manipulates the cars with various prefixes and suffixes, as well as roots to make a word while someone checks to make sure the word is a “real” word.

Test Specification Notes (official)

MC

PB and NPB

Passage types: N, E, T

Roots: grade-appropriate root words

Prefixes: anti-, dis-, ex-, non-, under-

Suffixes: -en, -ful, -less, -ment, -ness

Tested word can be at or above the student’s grade level.

(recommended)

Only test prefixes and suffixes.

Only test prefixes and suffixes listed above.

State Assessment Sample Item

The prefix *under-* helps the reader know that an “underskirt” is worn

- A. like a skirt.
- B. against a skirt.
- C. below a skirt.
- D. without a skirt.

CA: C

	Word Structure			
	R.4.1.3.4			

Standard/Benchmark/Indicator

R.4.1.4.2

▲ understands the purpose of text features (e.g., title, ▲ graphs/charts and maps, ▲ table of contents, ▲ pictures/illustrations, ▲ boldface type, ▲ italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.

Explanation of Indicator

The student understands how the information located in graphs and charts, table of contents, and pictures/illustrations can help him understand the meaning of the text.

Instructional Example

Have the student do a scavenger hunt for finding text features in a textbook.

Test Specification Notes (official)

- MC
- Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using table of contents to locate information in text)
- Passage types: N, E, T
- Use the language of the indicator in stem and answer choices.
- Items may include textbox as a text feature.

(recommended)

Only test examples marked with ▲, and text boxes.

Title is not tested at this grade level.

State Assessment Sample Item

The purpose of the picture is to

According to the chart, which student has the best grades?

The phrase *Raging Sea* is printed in italics PROBABLY because it is

- A. the title of a book.
- B. difficult to pronounce.
- C. the name of a ship.
- D. written in another language.

CA: A

		Text Features		
		R.4.1.4.2		

Standard/Benchmark/Indicator

R.4.1.4.5

▲uses information from the text to make inferences and draw conclusions.

Explanation of Indicator

The student is able to make a prediction or draw a conclusion about the text.

Instructional Example

The student uses vocabulary/key words from text to make predictions and draw conclusions from the text. The student discusses his/her predication(s) before, during, and after reading text.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T

(recommended)

Various other State Assessment Sample Items are possible depending on content.

State Assessment Sample Item

Based on the passage, Jill ruined her picture PROBABLY because

Based on the passage, why do spider plants grow well indoors?

			Make Inferences/Draw Conclusions	
			R.4.1.4.5	

Standard/Benchmark/Indicator

R.4.1.4.7

▲ compares and contrasts information (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.

Explanation of Indicator

The student should be able to tell how topics, themes, problems, characters, or relationships are alike or different.

Instructional Example

As the student reads, he/she puts a sticky note with a frowning face when he/she identifies a problem and a puts a sticky note with a smiley face when he/she identifies a solution. A sticky note with a baseball bat identifies a cause and one with a baseball identifies an effect.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T

(recommended)

Test only information in the e.g. list.

State Assessment Sample Item

During the story, Justin's feelings changed from

Barry is MOST like his father in which way?

Read the sentence below from the passage.

[space]

When Mara shook the principal's hand, he knew that she was stronger than most children.

[space]

Which word in the sentence is a contrast signal word?

- A. shook
 - B. that
 - C. knew
 - D. than
- CA: D

Compare and Contrast				
R.4.1.4.7				

Standard/Benchmark/Indicator

R.4.1.4.8

▲links causes and effects in appropriate-level narrative and expository texts.

Explanation of Indicator

The student understands how one or more things can have an effect on the outcome of another.

Instructional Example

Model for and then direct the student to highlight the cause in one color and the effect in another color on a portion of copied text.

Test Specification Notes (official)

- MC
- PB

Passage types: N, E

(recommended)

n/a

State Assessment Sample Item

What would PROBABLY happen if Malcolm kept feeding the fish at the wrong time?

What caused Erin to fall in the water?

	Cause and Effect			
	R.4.1.4.8			

Standard/Benchmark/Indicator

R.4.1.4.9

▲ retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.

Explanation of Indicator

The student retells main ideas or events as well as supporting details.

Instructional Example

Have the student determine the main idea by using text in which the main idea is clear and follows a logical order and highlight significant details which support the main idea.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T
- For **narrative** (fictional) passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional passages.
- For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage.
- At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage.
- Supporting details are details that support the main ideas and/or events of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.
Example stem: “Which sentence(s) best retells the passage?” Answer choices must be complete sentences or short paragraphs containing main ideas or events as well as supporting details.

(recommended)

Distracters must be passage-based.

We no longer write items with one-sentence ACs.

State Assessment Sample Item

Which BEST retells the story?

CA: Paul met Katherine at school. Paul asked Katherine if she wanted to play a game. Paul and Katherine became friends.

		Retell/ Paraphrase		
		R.4.1.4.9		

Standard/Benchmark/Indicator

R.4.1.4.10

▲ identifies the topic, main idea(s), and supporting details in appropriate-level texts.

Explanation of Indicator

The student is able to tell what the text is about.

Instructional Example

Encourage the student to recall important information by taking notes or making marginal notations, outlining, highlighting, or underlining the topic, main ideas, and supporting details.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T
- For **narrative** (fictional) passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional passages.
- For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage.
- At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage.
- Supporting details are details that support the topic and/or main idea(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.

(recommended)

The last three sample items ask about supporting detail.

State Assessment Sample Item

What is the MAIN idea of the passage?

The passage is MAINLY about

What is the MAIN topic of the passage?

Which detail from the passage BEST supports the main idea?

According to the passage, when is the BEST time to plant tomatoes?

What was the LAST thing June did before she went to bed?

			Topic/Main Idea/Supporting Detail	
			R.4.1.4.10	

Standard/Benchmark/Indicator

R.4.1.4.11

▲ identifies the author’s purpose (e.g., to persuade, ▲to entertain, ▲to inform).

Explanation of Indicator

The student understands why the author wrote the text (to entertain or to inform).

Instructional Example

Use a questioning the author activity. Pretend to be the author and have the student role-play being a reporter through interviewing you, the author.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T

(recommended)

Test only examples marked with ▲.

Can use non-▲ purposes as distracters, but not as the CA.

If the CA is “to inform,” do not use “to describe” as a distracter.

For the second sample item, up to two ACs can begin with the same word (e.g. 2 informs, 1 entertain, 1 persuade).

State Assessment Sample Item

The author’s MAIN purpose for writing the passage is to

- A. inform.
- B. persuade.
- C. describe.
- D. entertain.

CA: D

What is the author’s MAIN purpose for writing the passage?

- A. to inform the reader about how to make pumpkin pie
- B. to persuade the reader to visit a pumpkin patch
- C. to inform the reader about using cinnamon in pumpkin pies
- D. to entertain the reader with a story about a girl who loves pumpkins

CA: A

				Author’s Purpose
				R.4.1.4.11

Standard/Benchmark/Indicator

R.4.1.4.14

▲distinguishes between fact and opinion in various types of appropriate-level texts.

Explanation of Indicator

The student understands the difference between fact and opinion.

Instructional Example

To identify facts, model using a sticky note to mark pieces of evidence. To identify opinion, student locates cue words, such as evaluative words (e.g., I think, it seems, it appears that) and uses a sticky note to mark those pieces of opinion.

Test Specification Notes (official)

- MC
- PB

Passage types: E, T

(recommended)

In the first sample item, ACs are exact sentences from the passage with quotation marks.

In the second sample item, ACs are paraphrased parts of the passage with no quotation marks.

State Assessment Sample Item

Which sentence from the passage is a fact?

Which statement based on the passage is an opinion?

Fact and Opinion				
R.4.1.4.14				

Standard/Benchmark/Indicator

R.4.2.1.1

▲ identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.

Explanation of Indicator

The student identifies the characters, tells about them, and explains their actions.

Instructional Example

Develop a two-column chart. The first column is labeled "Character Actions" and the second is labeled "Consequences." The student discusses the various actions of the characters and the consequences of those actions.

Test Specification Notes (official)

- MC
- PB
- Passage types: N
- Items may request to identify, to describe, or to explain, **not necessarily all three.**

(recommended)

n/a

State Assessment Sample Item

In the city Cathy PROBABLY felt

Why did Cindy think Tim was kind when she first met him?

Which is the MAIN reason Alex brought the kitten home?

	Character			
	R.4.2.1.1			

Standard/Benchmark/Indicator

R.4.2.1.2

▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.

Explanation of Indicator

The student tells about the location and time of the story.

Instructional Example

The student finds clues about the setting (actually visualizing the setting) and reads the story to learn more about setting and the mood of the story.

Test Specification Notes (official)

- MC
- PB
- Passage types: N
- Items may request to identify or to describe, **not necessarily both.**

(recommended)

Do not ask about how much time has passed.

Do not use the word “describe” in the stem.

Test only types of setting in the e.g. list.

State Assessment Sample Item

What is the setting of the passage?

During which season does the passage take place?

		Setting		
		R.4.2.1.2		

Standard/Benchmark/Indicator

R.4.2.1.3

▲ identifies or describes the major conflict in a story and how it is resolved.

Explanation of Indicator

The student identifies or describes the major conflict in a story and how it is resolved.

Instructional Example

Have the student explain the conflict, the problem, or the goal of the main character(s) of a story. Explain to the student that to every conflict in literature there are attempts to solve the conflict as well as a resolution.

Test Specification Notes (official)

- MC
- PB
- Passage types: N

(recommended)

The word “story” may be used if “passage” sounds awkward.

State Assessment Sample Item

The MAJOR conflict in the story is resolved when

What is the MAJOR conflict in the passage?

			Plot	
			R.4.2.1.3	