Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fourth Grade Reading OAS Objectives**

**Standard Based Report Card**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

P = Proficient B = Basic BB = Below Basic

|  |  |  |
| --- | --- | --- |
| **OAS****Obj.#** | **Oklahoma Academic Standards (OAS) Objective Description** | **Nine Weeks** |
| **1** | **2** | **3** | **4** |
| 4.2.R.1 | Students will distinguish how key details support the main idea of a passage. |  |  |  |  |
| 4.2.R.2 | Students will compare and contrast details in literary and nonfiction/informationaltexts to discriminate various genres. |  |  |  |  |
| 4.2.R.3 | Students will summarize events or plots (i.e., beginning, middle, end, conflict,and climax) of a story or text. |  |  |  |  |
| 4.2.R.4 | Students will begin to paraphrase main ideas with supporting details in a text |  |  |  |  |
| 4.3.R.1 | Students will determine the author’s purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose. |  |  |  |  |
| 4.3.R.2 | Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. |  |  |  |  |
| 4.3.R.3 | Students will describe key literary elements: setting, plot, characters (i.e., protagonist, antagonist), characterization, theme. |  |  |  |  |
| 4.3.R.4 | Students will find examples of literary devices: simile, metaphor, personification, onomatopoeia, hyperbole, imagery, symbolism, tone. |  |  |  |  |
| 4.3.R.5 | Students will distinguish fact from opinion in a text and investigate facts for accuracy. |  |  |  |  |
| 4.3.R.6 | Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect). |  |  |  |  |
| 4.3.R.7 | Students will ask and answer inferential questions using the text to support answers. |  |  |  |  |
| 4.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |  |  |  |  |
| 4.4.R.2 | Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words. |  |  |  |  |
| 4.4.R.3 | Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words. |  |  |  |  |
| 4.4.R.4 | Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms. |  |  |  |  |
| 4.4.R.5 | Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words. |  |  |  |  |
| 4.5.R.1 | Students will recognize pronouns and irregular possessive nouns. |  |  |  |  |
| 4.5.R.2 | Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text. |  |  |  |  |
| 4.5.R.3 | Students will recognize comparative and superlative adjectives and adverbs. |  |  |  |  |
| 4.5.R.4 | Students will recognize prepositional phrases and conjunctions. |  |  |  |  |
| 4.5.R.5 | Students will recognize the subject and verb agreement. |  |  |  |  |
| 4.6.R.1 | Students will use their own viable research questions to find information about a specific topic. |  |  |  |  |
| 4.6.R.2 | Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text. |  |  |  |  |
| 4.6.R.3 | Students will determine the relevance and reliability of the information gathered. |  |  |  |  |

● Unmarked boxes in the table are objectives that had not been assessed as of report date.