

Reading - Grade 4		
Item	Performance Indicator	Standard
1	Attends to people and objects in the environment.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
2	Locates a picture/symbol/object when named or signed.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
3	Selects literacy materials/books by character or topic.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
4	Uses word recognition skills and context clues to comprehend text.	Standard 2: Students apply a range of skills and strategies to read.
5	Identifies words/pictures/symbols/objects that are new and unfamiliar.	Standard 2: Students apply a range of skills and strategies to read.
6	Anticipates the beginning of literacy activity (looks toward reader, tolerates headphones, locates literacy materials).	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
7	Located a picture/symbol/object when named or signed.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
8	Provides details about perspective.	Standard 4: Student select, read, and respond to print and nonprint material for a variety of purposes.
9	Identifies events or steps from a functional text.	Standard 4: Student select, read, and respond to print and nonprint material for a variety of purposes.
10	Uses a timeline to provide information about an event.	Standard 4: Student select, read, and respond to print and nonprint material for a variety of purposes.
11	Attends to literacy materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
12	Identifies components related to the beginning of a reading selection.	Standard 2: Students apply a range of skills and strategies to read.
13	Analyzes supporting details in order to draw conclusions from a reading selection.	Standard 2: Students apply a range of skills and strategies to read.
14	Identifies the main character in a story.	Standard 2: Students apply a range of skills and strategies to read.

15	Answers "what" questions about objects in story.	Standard 2: Students apply a range of skills and strategies to read.
16	Attends to literacy materials from beginning to end.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
17	Identifies a preferred resource to gain information.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
18	Identifies supporting details from a reading selection.	Standard 2: Students apply a range of skills and strategies to read.
19	Identifies words/pictures/symbols/objects that are new and unfamiliar.	Standard 2: Students apply a range of skills and strategies to read.
20	Demonstrates understanding of a new word based on context of a reading selection.	Standard 2: Students apply a range of skills and strategies to read.
21	Attends to literacy materials from beginning to end.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
22	Answers "who" questions about characters in stories.	Standard 2: Students apply a range of skills and strategies to read.
23	Responds to yes/no questions about information in print and nonprint materials.	Standard 5: Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.
24	Identifies supporting details from a reading selection.	Standard 2: Students apply a range of skills and strategies to read.
25	Identifies components related to the end of a story.	Standard 2: Students apply a range of skills and strategies to read.