

Grade 4

Literary

#1 Students *explain* the selfish behavior by Mary and make *inferences* regarding the impact of the cholera outbreak in Frances Hodgson Burnett's *The Secret Garden* by *explicitly referring to details and examples from the text*.

#3 Students read Natalie Babbitt's *Tuck Everlasting* and *describe in depth* the idyllic setting of the story, *drawing on specific details in the text*, from the color of the sky to the sounds of the pond, to describe the scene.

#5 Students *refer to the structural elements* (e.g., *verse, rhythm, meter*) of Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the *poem* and contrasting the impact and *differences* of those *elements* to a *prose* summary of the *poem*.

Informational

#2 Students *determine the main idea* of Colin A. Ronan's "Telescopes" and create a *summary* by *explaining how key details support* his distinctions regarding different types of telescopes.

#4 Students *determine the meaning of domain-specific words or phrases*, such as *crust, mantle, magma, and lava*, and important *general academic words and phrases* that appear in Seymour Simon's *Volcanoes*.

#6 Students *compare and contrast a firsthand account* of African American ballplayers in the Negro Leagues to a *secondhand account* of their treatment found in books such as Kadir Nelson's *We Are the Ship: The Story of Negro League Baseball*, attending to the *focus* of each account *and the information provided* by each.

#7 Students *interpret* the visual *chart* that accompanies Steve Otfinoski's *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* and *explain how the information* found within it *contributes to an understanding of how to create a budget*.

#8 Students *explain how* Melvin Berger *uses reasons and evidence* in his book *Discovering Mars: The Amazing Story of the Red Planet* to *support particular points* regarding the topology of the planet.