

## Reading Success: Foundations Alignment with Nebraska Reading/Writing Standards for End of Grade 4

Nebraska Reading/Writing Standards	Reading Success
<p><b>4.1.2 By the end of the fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.</b></p> <ul style="list-style-type: none"> <li>Identify and use meanings associated with common prefixes, suffixes, and roots.</li> <li>Identify and use antonyms, synonyms, compounds, homophones, and homographs</li> </ul>	<p><b>Standard 5: Words in Context</b></p> <p><b>5.1</b> Students use context clues to determine the meaning of unknown words.</p> <p><b>5.2</b> Given a model sentence with an underlined word, students are able to identify a word with the same meaning as the underlined word.</p> <p><b>5.3</b> Given a list of vocabulary words, students are able to match a word with its correct definition.</p> <p><b>5.4</b> Students are able to determine the meaning of unknown words in passages.</p>
<p><b>4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.</b></p> <ul style="list-style-type: none"> <li>Identify purpose for reading, recall prior knowledge, and preview illustrations and headings to make predictions.</li> <li>Answer literal, inferential/interpretive, and critical questions.</li> </ul>	<p><b>Standard 1: Asking Questions</b></p> <p><b>1.1</b> Students are able to generate questions while reading to aid comprehension.</p> <p><b>1.2</b> Given a reading passage, students are able to write several literal questions that are answered in the passage.</p> <p><b>1.3</b> Given a reading passage, students are able to generate questions while reading.</p> <p><b>Standard 2: Literal Questions</b></p> <p><b>2.1</b> Students are able to answer literal questions about reading passages.</p> <p><b>2.2</b> Students are able to answer literal questions about posters.</p>

**Standard 3: Memory Techniques**

**3.1** Students learn that remembering new information is easier when it is related to something already known.

**3.2** Students are able to use graphic organizers to help them remember details.

**3.3** Students are able to use mnemonic devices to help them remember details.

**3.4** Students are able to use graphic organizers to help them answer questions.

**Standard 6: Inference Questions**

**6.1** Students recognize that inference means guessing about something from another thing that you already know.

**6.2** Students are able to answer inference questions when given hints.

**6.3** Students are able to answer inference questions without hints.

**6.4** Students are able to answer questions about how a character in a reading passage feels.

**Standard 7: Mostly About**

**7.1** Students recognize that all reading passages are mostly about one thing.

**7.2** Given a reading passage, students are able to differentiate

	<p>between details of the passage and a statement that explains what the passage is mostly about.</p> <p><b>Standard 14: Main Idea</b></p> <p><b>14.1</b> Given a reading passage, students are able to identify who or what is talked about the most in the passage and to classify what is being said about that person or thing in order to determine the main idea of the passage.</p>
<p><b>4.1.5 By the end of the fourth grade, students will identify and use characteristics to classify different types of text.</b></p> <ul style="list-style-type: none"> <li>• Distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama.</li> <li>• Identify characteristics of different types of nonfiction (autobiography, biography, informational text).</li> </ul>	<p><b>Standard 16: Vocabulary (New Bonus Words)</b></p> <p><b>16.1</b> Students learn that fiction is a type of writing created from the imagination of the writer.</p> <p><b>16.2</b> Students learn that nonfiction is a type of writing that is true or false.</p> <p><b>16.3</b> Students learn that biography is a nonfiction story about someone's life.</p> <p><b>16.4</b> Students learn that autobiography is a nonfiction story written by someone about his or her own life.</p> <p><b>16.5</b> Students are able to differentiate between fiction passages and nonfiction passages.</p> <p><b>16.6</b> Students learn that a limerick is a funny poem with all lines having the same rhyme scheme.</p>
<p><b>4.1.7 By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.</b></p> <ul style="list-style-type: none"> <li>• Identify the structure of nonfiction (e.g., question/answer, cause/effect, sequence, comparison/contrast,</li> </ul>	<p><b>Standard 8: Parts of a Story</b></p> <p><b>8.1</b> Given a reading passage, the student can identify the chronological order of events in the passage.</p> <p><b>8.2</b> Students are able to use graphic organizers to identify the</p>

<p>problem/solution, description)</p> <ul style="list-style-type: none"> <li>Identify organizational elements of nonfiction texts (e.g., headings, subheadings, italics, bold print, captions)</li> </ul>	<p>parts of a story.</p> <p><b>8.3</b> Students are able to put events from a story in chronological order.</p> <p><b>Standard 9: Reading Subject Matter Books</b></p> <p><b>9.1</b> Students are able to use the parts of the title page and table of contents of a book to learn what the book is about.</p> <p><b>Standard 11: What Happens Next</b></p> <p><b>11.1</b> Given a reading passage, students are able to read the passage and infer what will probably happen next.</p>
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