

**St Sebastian School**  
**Grade Four Student Standards Reading / Language Arts**  
**Grade Four Exit Expectations Checklist**

<b>Pre-reading</b>
<ul style="list-style-type: none"> <li>• Predict and infer using illustrations, text, title, prior knowledge</li> <li>• Develop phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text</li> </ul>
Identify purpose for reading using maps, charts, diagrams, and visuals
<ul style="list-style-type: none"> <li>• Identify differences between fiction and non-fiction, poetry and prose</li> </ul>
Identify differences between fiction and non-fiction, poetry and prose
Activate background knowledge using pre-reading activities such as KWI, chart, concept map, SQ3R
<b>During reading</b>
<ul style="list-style-type: none"> <li>• Infer the meaning of unfamiliar words in the context of a passage by examining known words or phrases</li> <li>• Use decoding strategies including reference materials, phonemic awareness, spelling patterns, base words, prefixes and suffixes</li> <li>• Read orally with age appropriate fluency, accuracy and expression</li> <li>• Understand the structure of narrative stories by identifying characters, setting, problem, events and solution</li> <li>• Read silently for twenty minutes</li> <li>• Predict while reading to demonstrate knowledge of a story</li> <li>• Self-monitor and ask questions while reading for comprehension</li> </ul>
<b>Post reading</b>
<ul style="list-style-type: none"> <li>• Paraphrase and summarize what was read to show comprehension</li> </ul>
Recall details and use strategies to improve comprehension
<ul style="list-style-type: none"> <li>• Identify cause/effect relationships and draw conclusions and make inferences on what was read</li> <li>• Draw or dramatize material</li> <li>• Compare/contrast or more characters or stories</li> </ul>
Identify the feelings of the characters in setting and events in a story
<ul style="list-style-type: none"> <li>• Retell a story sequentially</li> <li>• Make connections to own life as well as to other literature</li> <li>• Develop an appreciation for reading and life-long learning</li> <li>• Conference with peers and teachers</li> <li>• Discuss moral behavior found in reading materials from a Catholic viewpoint</li> </ul>