

Grade 4 Question Stem Bank: Common Core State Standards
Reading Literature (RL) & Reading for Information (RI)

Key Ideas and Details

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 4.1 & RI 4.1 See Standard Description Below	Identify explicit information: Tell me what happened before....? Where in the text does the author tell you...?	Analyze explicit information; making inferences: What does the author mean by: "quote"...? What is the purpose of this...? What inferences can you make about...? Which of these examples tells us why...?	Evaluate explicit information and inferences: (Defend a position)Why do you believe...? Is there a better solution to the character's problem...?
RL 4.2 & RI 4.2 Standard Description Below	Identify Theme/Idea: What is the theme of this story (text)...? What is the message of this text (poem, story, etc.)...?	Analyze Theme/Idea: How do the character's action support the theme...? What are the most important events in the story...? (RL) Which of these is a good summary sentence...?	Evaluate Theme/Idea: Which of these details does not support the main idea (message)...?
RL 4.3 & RI 4.3 Standard Description Below	Identify elements What is the setting of the story...? Which describes character x...? Which describes the setting (time, place, social environment)...? Which of these details (quotes) describes character x...? (RL)	Analyze Elements Why might ____ have happened...? (RL) What is the first (second) step in the procedure...? (RI) What was the effect of _____'s idea...? (RI)	Evaluate Elements Did the environment affect the outcome of the story...? Create a scenario: How would you imagine the events from the text effecting you today..?

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Craft and Structure

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 4.4 & RI 4.4 <i>Standard Description Below</i>	<p>Identify Word Use: What does the word _____ mean in this sentence...? What strategies can you use to help you find the meaning of the word...?</p>	<p>Analyze Word Use: Why do you think the author used this word (mythology term) to describe _____...?</p>	<p>Evaluate Word Use: Which these words is closest to the meaning of the word _____ ? (in line x...?) Create a story using major mythological characters and their traits. (RL)</p>
RL 4.5 & RI 4.5 <i>Standard Description Below</i>	<p>Identify Structure: What happened first...? What is a verse in this poem...? (RL) Which of the following is an example of rhythm (verse, meter) in this poem...? (RL) What ideas (concepts/information) are being compared...? (RI) In what order does the author present ideas (concepts/information)...? (RI)</p>	<p>Analyze Structure: What caused _____ to happen..? What was (could be) a result of _____...? How does the author use rhythm in this poem...?(RL) How is _____ character (trait) similar (different) to _____ ...?</p>	<p>Evaluate Structure: Which is a possible solution to this drama's conflict...? (RL) Why do you think the author wrote this as a _____(poem/story) instead of a _____...? (RL) Evaluate how the idea develops (RI)</p>
RL 4.6 & RI 4.6 <i>Standard Description Below</i>	<p>Identify POV/Purpose: Is the selection (story) in first or third person...? (RL) Who is telling the story...? (RL) Who is providing the information...? (RI)</p>	<p>Analyze POV/Purpose: How does the narrator's point of view influence the actions in the story...? (RL) How does the perspective of (character) influence _____...? (RL) Compare the account these two people are giving. What are the differences in how they tell the events...? (RI) Why do you think the information is different....? (RI)</p>	<p>Evaluate POV/Purpose: How would this story be different if another character was telling the story...? (RL) From _____ point of view, how effective is...?</p>

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Integration of Knowledge and Ideas

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 4.7 & RI 4.7 <i>Standard Description Below</i>	Identify Media Diversity: How is the story and the visual (picture, drawing, video) the same (different)...? (RL) What part of the story is represented by the visual (movie, drama, picture)...? (RL) What does the chart mean...? (RI) What does the legend tell you about this chart...? (RI)	Analyze Media Diversity: How the visual accurately (not accurately) reflect the story...? (RL) How does the visual (drawing, picture, chart, diagram, etc.) show what the author is saying...? (RL or RI) How are the two elements of this graph (chart, diagram) similar (different)...? (RI)	Evaluate Media Diversity: Can adding a photo or video change your understanding of a text...? (RL) Design a visual to help convey _____ Based on the information in this chart, (graph/diagram) which prediction would be most likely true...? (RI)
RI 4.8 <i>Standard Description Below</i>	Identify Arguments/Claims: Identify two points the author is trying to make...?	Analyze Arguments/Claims: Did the author use any facts (evidence) to support his (her) thinking....? Why did the author write this...?	Evaluate Arguments/Claims: Could the author have added more evidence to make the points stronger...? Give/list examples
RL 4.9 ** & RI 4.9** <i>Standard Description Below</i>	Identify Elements- Multiple Sources: How are ___ and ___ alike (different)...? (RL) Which details were in both texts...? (RI) How could you keep track of the information as you read...?	Analyze Elements- Multiple Sources: What were similarities (differences) between the two texts...? Which of the following details is most important to the topic in text A (least important)...?	Evaluate Elements-Multiple Sources: Is there any information in text A that was not included in text B? Is it something you would include if you were to explain the topic to someone else...?

* May be impossible to assess in our 2 passage, multiple choice format (compare to video/audio)

**Requires 2 similar passages to assess

Grade 4 Common Core State Standards

Key Ideas and Details

CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

CCSS.ELA-LITERACY.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

CCSS.ELA-LITERACY.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.RL.4.8 (RL.4.8 not applicable to literature)

CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.