Grade 4 Expandable Set of Questions aligned to Standards

#### Sample Questions Reflecting the Common Core State Standards for Reading

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| **Reading Standards for Literature – Grade 4** |
| **4RL1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**   * Who finished the race first? How do you know? Use details and/or examples from the story to support your answer. * What is so special about Mario? How do you know? Use details and/or examples from the story to support your answer. * Where does the story take place? How do you know? Use details and/or examples from the story to support your answer. * Why did Tiesha try out for the play? How do you know? Use details and/or examples from the story to support your answer. * Why did Tyrone get an “A” on his test? How do you know? Use details and/or examples from the story to support your answer. * How is John different from Paul? Use details and/or examples from the story to support your answer. |
| **4RL2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.**   * What is the theme of (text title)? What are the details in the story/drama/poem that help the reader determine this theme. * Summarize the story/drama/poem. What details from the story/drama/poem should be included in the summary? |
| **4RL3 – 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).**   * Where does the story take place? Why is that important? Which specific details from the story support your answer? * Explain how the girl feels when she learns what happened. Use specific details from the drama in your explanation. * Explain what the dog does to find his owner. Use specific details from the story in your explanation. * Explain why the main character changes during the story. Use specific details from the story in your explanation. * What word best describes Adriana? Which specific details from the story support your answer? * Explain how the girl’s thoughts help the reader understand her. Use specific details from the drama in your explanation. * Explain how the boy’s actions help the reader understand him. Use specific details from the story in your explanation. * Explain how the girl’s words help the reader understand the setting of the drama. Use specific details from the drama in your explanation. |

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| **Reading Standards for Literature – Grade 4** |
| **4RL4 – 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).**   * What is meant by the phrase, “Put on your thinking cap,” in paragraph 4? * What is the meaning of on page 2? * Which words help the reader understand the meaning of in paragraph 5? * What does it mean to have the Midas touch? How does this reference help the reader understand the character in the story? * What is meant by a Herculean task? How does this reference help the reader understand the task the character faced? |
| **4RL5 – Explain the 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.**   * Explain the major differences between poems, dramas, and prose. Use examples from your reading in your explanation. * What are the structural elements of a story? How do they contribute to the telling of a story or the relaying of a message? How do they help the reader understand the story or message? * What are the structural elements of a poem? How do they contribute to a poem? How do they help the reader understand the poem or its message? * What are the structural elements of a drama? How do they contribute to the drama? How do they help the reader understand the drama or message? |
| **4RL6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**   * Why does the author tell the story in the third-person point of view instead of the first-person point of view? * How would the story be different if it had been told in the first-person point of view rather than the third-person point of view? * Is telling the story from the first-person point of view effective? Why or why not? Use examples from the story to support your answer. * Which story is more effective—the one told from the first-person point of view or the one told from the third-person point of view? Why? Use examples from both texts in your answer. * Compare and contrast the point of view from which (text title) and (text title) are narrated. Use examples from both texts in your comparison. |

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| **Reading Standards for Literature – Grade 4** |
| **4RL7 – 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.**   * How is reading (a drama) the same and different from viewing the drama? Use examples from each version to support your answer. * How does watching a play help a reader understand stage directions? * How is reading (text title) the same and different from viewing a filmed version? Use examples from each version to support your answer. * How is reading (text title) the same and different from hearing an oral presentation of it? Use examples from each version to support your answer. |
| **4RL8 – Not applicable** |
| **4RL9 – 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.**   * (text title) and (text title) have similar themes. How are the authors’ treatments of that theme alike and different? Which author is more effective in relaying this theme? Why? Use examples from both texts to support your answer. (Texts selected should be stories, myths, and traditional literature from different cultures.) * (text title) and (text title) have similar topics. How are the authors’ treatments of that topic alike and different? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts selected should be stories, myths, and traditional literature from different cultures.) * Both (text title) and (text title) are quest tales. How are the patterns of events alike and different? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts selected should be stories, myths, and traditional literature from different cultures.) |
| **4RL10 – 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.**   * Information regarding text complexity can be found in Appendix A of the Common Core State Standards. * Text exemplars can be found in Appendix B of the Common Core State Standards. |

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| **Reading Standards for Informational Text – Grade 4** |
| **4RI1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**   * Based on the information in (text title), which car is best for a large family? How do you know? Which details and/or examples from the article support your answer? * Why are spiders important? How do you know? Which details and/or examples from the article support your answer? * Which step is most important in constructing a bridge? How do you know? Which details and/or examples from the article support your answer? * Why is it important that birds fly south for the winter? How do you know? Which details and/or examples from the article support your answer? * As a result of their work, what will most likely happen to the snow geese population? How do you know? Which details and/or examples from the article support your answer? * How are insects and mammals alike and different? How do you know? Use details and/or examples from the article to support your answer. |
| **4RI2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.**   * What is the main idea of the article? Which key details in the article support this main idea? * What is the main idea of the article? Explain how the key details in each paragraph support this main idea. * Summarize the information in the article. |
| **4RI3 – 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.**   * What caused the plant to grow? What information from the article supports your answer? * What is the effect of not getting enough sleep? What information from the article supports your answer? * Why is it important to sand the wood before it is painted? What information from the article supports your answer? * Explain how the bird made its nest. What information from the article supports your explanation? |
| **4RI4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.**   * What does the word mean in paragraph 2? * Which words help the reader understand the meaning of in paragraph 5? |

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| **Reading Standards for Informational Text – Grade 4** |
| **4RI5 – 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.**   * What is the overall structure of this article? What is the most likely reason the author chose that structure? * What is the overall structure of paragraph 4? * Why is chronological order a good way to organize the information in this article? * Why is cause/effect a good way to organize the information in this article? |
| **4RI6 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**   * Explain how the firsthand and secondhand accounts of the launching of the space shuttle are similar and different. Use examples from both accounts in your answer. * Describe the differences in focus and in the information provided between the firsthand and secondhand accounts of the launching of the space shuttle. Use examples from both texts in your explanation. * Explain why the firsthand and secondhand accounts of the launching of the space shuttle are similar and different. Use details from both accounts in your answer. * Explain why the firsthand and secondhand accounts of the launching of the space shuttle have a different focus and present different information. Use details from both texts in your explanation. |
| **4RI7 – 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.**   * How does the diagram help the reader understand how a person breathes? Use examples from the diagram and the text to support your answer. * Explain how the chart helps the reader understand how the popularity of certain toys changes from year to year. Use examples from the chart and the text in your answer. * How does the diagram help the reader understand the directions? Use examples from the diagram and the text in your answer. * How does the graph contribute to the reader’s understanding of crop yields? Use examples from the graph and the text in your answer. * How does the timeline contribute to the reader’s understanding of the development of chewing gum? Use examples from the timeline and the text in your answer. |

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| **Reading Standards for Informational Text – Grade 4** |
| **4RI8 – Explain how an author uses reasons and evidence to support particular points in a text.**   * How does the author support the idea that ? Use examples from the article to support your answer. * Do the reasons and evidence provided in the article support the points the author is making? Why or why not? * Which reasons and evidence does the author use to support the points he/she makes about ? How do these reasons and evidence help the reader understand the points the author makes? |
| **4RI9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**   * Given the information presented in two texts, explain why exercise is the key to good health. * Given the information presented in two texts, explain the causes of the American Revolution. |
| **4RI10 – By the end of the 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.**   * Information regarding text complexity can be found in Appendix A of the Common Core State Standards. * Text exemplars can be found in Appendix B of the Common Core State Standards. |