

## KSDE Reading

### GRADE 4 INDIVIDUAL TEACHER CONTENT / CONFIDENCE SURVEY : Reading

**DIRECTIONS:** Every teacher in the school should answer **Self Assessment Question A and B** by indicating **1, 2, 3, or 4** under columns **A and B** for each indicator on the tables below.

**Note:** All teachers (classroom, special education, Title I, art, p.e., etc.) are asked to complete this survey for the school because improving achievement on the state assessments is the responsibility of all teachers in the building, not just the teacher at the grade level that the assessment is given.

**Self-Assessment A: Content Expertise**

What is your level of content expertise or knowledge for each of the assessed indicators?

1. Surface Understanding 4. Deep Understanding

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**Self-Assessment B: Confidence Teaching Assessed Indicators**

How confident are you with your ability to deliver instruction that firmly and richly fits (aligns) with each of the assessed indicators?

1. Not Confident 4. Highly Confident

<b>Standard 1 - Reading: The student reads and comprehends text across the curriculum.</b>	<b>A</b>				<b>B</b>			
<b>Benchmark 1: The student uses skills in alphabets to construct meaning from text.</b>								
Uses decoding skills that include knowledge of structural analysis automatically when reading.	1	2	3	4	1	2	3	4

<b>Standard 1 - Reading: The student reads and comprehends text across the curriculum.</b>	<b>A</b>				<b>B</b>			
<b>Benchmark 2: The student reads fluently.</b>								
Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, colons, semi-colons, dashes) to read fluently at instructional or independent reading levels.								
Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.								
Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.								
Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.								
Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.								

<b>Standard 1 - Reading: The student reads and comprehends text across the curriculum.</b>	<b>A</b>				<b>B</b>			
<b>Benchmark 3: The student expands vocabulary.</b>								
▲ Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.								
Identifies and uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.								
Uses a dictionary or a glossary to determine an appropriate definition of a word or uses a thesaurus to expand vocabulary.								
▲ Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲root words, ▲prefixes, ▲suffixes).								
Determines the meaning of figurative language by interpreting similes, metaphors, and idioms.								
Identifies the connotation and denotation of new words.								

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<b>Standard 1 - Reading: The student reads and comprehends text across the curriculum.</b>	A				B			
	1	2	3	4	1	2	3	4
<b>Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).</b>								
Identifies characteristics of narrative, expository, technical, and persuasive texts.								
▲ Understands the purpose of text features (e.g., title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.								
Uses prior knowledge and content to make, revise, and confirm predictions.								
Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.								
▲ Uses information from the text to make inferences and draw conclusions.								
▲ Identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).								
▲ Compares and contrasts information, (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.								
▲ Links causes and effects in appropriate-level narrative and expository texts.								
▲ Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.								
▲ Identifies the topic, main idea(s), and supporting details in appropriate-level texts.								
▲ Identifies the author's purpose (e.g., to persuade, ▲to entertain, ▲to inform).								
Establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).								
Follows directions explained in technical texts.								
▲ Distinguishes between fact and opinion in various types of appropriate-level texts.								

<b>Standard 2 - Literature: The student responds to a variety of text.</b>	A				B			
	1	2	3	4	1	2	3	4
<b>Benchmark 1: The student uses literary concepts to interpret and respond to text.</b>								
▲ Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.								
▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.								
▲ Identifies or describes the major conflict in a story and how it is resolved								

<b>Standard 2 - Literature: The student responds to a variety of text.</b>	A				B			
	1	2	3	4	1	2	3	4
<b>Benchmark 2: The student understands the significance of literature and its contributions to various cultures.</b>								
Describes aspects of history and culture found in works of literature.								
Compares and contrasts various languages, traditions, and cultures found in literature.								
Makes connections between specific aspects of literature from a variety of cultures and personal experiences.								