

BEING A READER™

SECOND EDITION

Grade 4 Comprehension Checks Guidance and Answer Key

Guidance

The *Being a Reader* Comprehension Checks provide educators with a quick way to evaluate students' comprehension throughout the school year. Each comprehension check includes five multiple-choice questions aligned to specific comprehension skills.

- For narrative texts (fiction and narrative nonfiction), the questions evaluate students' understanding of:
 1. Character
 2. Setting
 3. Theme
 4. Inference
 5. Sequence
- For informative texts (expository and persuasive nonfiction), the questions evaluate students' understanding of:
 1. Topic
 2. Main idea
 3. Important ideas (important facts or details)
 4. Text structure
 5. Vocabulary

Administering the Comprehension Checks

Plan ahead to determine when and how you will administer the comprehension checks.

- Review the "Comprehension Checks Across the Grade" table on page 3.
- Determine which comprehension checks you plan to administer and note the best timing within each unit.
- Locate the Grade 4 Comprehension Checks in the Student-Facing Resources tab of the Grade 4 *Being a Reader* resources on the Learning Portal.
- Download the comprehension checks for the unit you are teaching.
- Print a class set of the comprehension checks you plan to administer for your students.
- After scoring the comprehension checks, document the students' scores on the "*Being a Reader* Grade 4 Comprehension Check Class Record Sheet."

Using the Class Record Sheet

The "[Being a Reader Grade 4 Comprehension Check Class Record Sheet](#)" is a Google sheet with formulas that automatically calculate the score for each comprehension check and a cumulative unit score. To use the class record sheet:

- Make a copy of the Google sheet.
- Enter your students' names in row 2.
- For each student, enter a value for each question (1=correct response; 0=incorrect response).
- The cumulative unit score is an average of all of the comprehension checks available for the unit. If you do not administer all of the comprehension checks for a unit, you will need to adjust the formula.

Analyzing the Data

The last column of the class record sheet calculates how many students answered each question correctly.

- If you notice a particular question to which less than half of the class responded correctly, consider spending more instructional time on that particular skill with the next text. For example, if more than half the class missed question 1, you might spend more time discussing character with the next narrative text or identifying topic with the next nonfiction text.
- If you notice individual students consistently responding to particular question types incorrectly, plan to focus on those skills when conferencing with students during Individualized Daily Reading (IDR).

Refer to the "Reading Conference Activities Reference Guide" in the IDR Resources tab in the Learning Portal for activities that will support students with these target skills.

Grading Support

The comprehension checks can be used as additional data points to inform grades for reporting purposes; they are not intended to take the place of the Student Progress Assessment (starting with Unit 2). We recommend that you use the comprehension checks alongside other program assessments, including conferences, class and group assessments, and the Student Progress Assessment.

Including the Comprehension Checks in the Student Progress Assessment

To include the comprehension checks as an additional data point for the Student Progress Assessment:

1. In Section 1: Reading of the Student Progress Assessment, add a "Part C: Comprehension" score.
2. For each comprehension check administered in the unit, use the following scale for scoring student responses:
 - 3 = Meets expectations for target (4-5 correct responses)
 - 2 = Partially meets expectations for target (2-3 correct responses)
 - 1 = Does not meet expectations for target (0-1 correct responses)
3. Calculate the Part C subtotal. The image below provides an example of this.

Section 1: Reading

Part C: Comprehension Checks

COMPREHENSION CHECK NUMBER	MEETS EXPECTATIONS	PARTIALLY MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
4	3		
5	3		
6		2	
7		2	
Subtotals	6	4	

Part C score (sum of subtotals/number of items scored) $10/4=2.5$

4. Add the Part C score to the Reading section of “Section 3: Summary” and calculate the overall reading score:

Section 3: Summary

Reading

Part A score: 3

Part B score: 3

Part C score: 2.5

Overall Reading score: 2.8 (Part A score + Part B score + Part C score)/3

Comprehension Checks Across the Grade

The table below lists the comprehension checks available throughout Grade 4 and tells when to administer each one.

Comprehension Check Number	Text Title	Administer After Teaching
1	“The Benefits of Reading for Pleasure”	Unit 1, Week 1, Day 4
2	<i>My New Home After Iraq</i>	Unit 1, Week 3, Day 4
3	<i>Fauja Singh Keeps Going</i>	Unit 1, Week 4, Day 2
4	“Co-Chin and the Spirits”	Unit 2, Week 1, Day 3
5	<i>Ojiichan’s Gift</i>	Unit 2, Week 2, Day 3
6	<i>Chester Nez and the Unbreakable Code</i>	Unit 2, Week 3, Day 5
7	“Code Talkers”	Unit 2, Week 4, Day 2
8	<i>Dragons in a Bag: Chapters 1–6</i>	Unit 3, Week 1, Day 5
9	<i>Dragons in a Bag: Chapters 7–9</i>	Unit 3, Week 3, Day 3
10	<i>Dragons in a Bag: Chapters 10–13</i>	Unit 3, Week 5, Day 4
11	<i>Whoosh! Lonnie Johnson’s Super-Soaking Stream of Inventions</i>	Unit 4, Week 1, Day 3
12	<i>Planting Stories: The Life of Librarian and Storyteller Pura Belpré</i>	Unit 4, Week 2, Day 4
13	“Moving Mountains”	Unit 4, Week 3, Day 3
14	<i>A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon</i>	Unit 4, Week 4, Day 2
15	“Symbiosis: The Art of Living Together”	Unit 5, Week 1, Day 2
16	<i>Polar Bears on the Hunt</i>	Unit 5, Week 2, Day 4
17	<i>Ticks: Dangerous Hitchhikers</i>	Unit 5, Week 3, Day 2
18	<i>When Plants Attack: Strange and Terrifying Plants</i>	Unit 5, Week 4, Day 1
19	“E-Books Rule!”	Unit 6, Week 1, Day 3
20	“Benefits of a Balanced School Calendar”	Unit 6, Week 2, Day 2
21	“Move Over, Meat!”	Unit 6, Week 3, Day 3
22	<i>The Magic Brocade</i>	Unit 7, Week 1, Day 5
23	“Ally”	Unit 7, Week 4, Day 3

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Grade 4 Comprehension Checks

UNIT 4 CONTENTS

Comprehension Check Number	Text Title	Administer After Teaching
11	<i>Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions</i>	Unit 4, Week 1, Day 3
12	<i>Planting Stories: The Life of Librarian and Storyteller Pura Belpré</i>	Unit 4, Week 2, Day 4
13	"Moving Mountains"	Unit 4, Week 3, Day 3
14	<i>A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon</i>	Unit 4, Week 4, Day 2

Comprehension Check 13

"Moving Mountains"

Read each question. Circle the letter of the correct answer. Refer to the article "Moving Mountains" on *Student Response Book* pages 80–83 to answer the questions.

Question 1

What is this article mostly about?

- A. People climbing really big mountains
- B. Kids who made interesting inventions to help others
- C. Scientists learning about earthquakes
- D. A group of people who lived on mountains long ago

Question 2

Read the section "Two Helpful Apps" on *Student Response Book* page 81. What motivated Neil Desmukh to make his inventions?

- A. He wanted to keep his little brother out of his bedroom.
- B. He liked building robots for fun.
- C. He designed them using his own experiences and interests to help people in need.
- D. He wanted to be famous on the internet.

Question 3

Read the section "Saving the Seas" on *Student Response Book* page 83. What is an important idea in this section?

- A. Fionn invented a way to take microplastics out of the water.
- B. Fionn built a robot to clean up the ocean.
- C. Fionn wanted to go swimming with dolphins.
- D. Fionn always loved the sea.

Question 4

How does the author organize the information in the table on *Student Response Book* page 80?

- A. The table ranks the inventions based on their popularity.
- B. The table compares different inventions made by young inventors.
- C. The table has the events that are listed in the order they happened.
- D. The table has the pictures and corresponding names of the inventors highlighted in the article.

Question 5

Read the sentence below. Which word best completes the sentence?

The SmartCane is a special tool that _____ dangerous situations to help keep visually impaired people safe.

- A. forgets
- B. detects
- C. builds
- D. imagines

Comprehension Check 14

A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon

Read each question. Circle the letter of the correct answer. Refer to "A Timeline from *A Computer Called Katherine*" on *Student Response Book* page 89 to answer question 5.

Question 1

Which trait best describes Katherine Johnson?

- A. Shy
- B. Artistic
- C. Determined
- D. Careless

Question 2

Why is the setting important to the story?

- A. It helps readers understand that Katherine had the opportunity to attend some of the best schools.
- B. It helps readers understand how women could easily become scientists and engineers.
- C. It helps readers understand why Katherine wanted to go to space.
- D. It helps readers understand the challenges Katherine faced because of unfair rules.

Question 3

Which statement best explains the story's theme?

- A. Hard work and determination can help you overcome challenges.
- B. Asking for help can be difficult.
- C. Men and women should work together to solve problems.
- D. Math is important for science and space travel.

Question 4

Why does Katherine Johnson double-check the engineers' math before the launch?

- A. She wants to prove that she is just as smart as the engineers.
- B. She is nervous about going to space.
- C. She wants to make sure every calculation is correct so the launch is safe.
- D. She wants to try a new method for solving equations.

Question 5

Read the "Timeline from *A Computer Called Katherine*" on *Student Response Book* page 89. Which item lists events from Katherine Johnson's life in the order they happen?

- A. Apollo 11 goes to the moon following the flight path Katherine designs. Katherine receives the Presidential Medal of Freedom from President Obama. Katherine graduates from college.
- B. Katherine graduates from college. Apollo 11 goes to the moon following the flight path Katherine designs. Katherine receives the Presidential Medal of Freedom from President Obama.
- C. Katherine graduates from college. Katherine receives the Presidential Medal of Freedom from President Obama. Apollo 11 goes to the moon following the flight path Katherine designs.
- D. Katherine receives the Presidential Medal of Freedom from President Obama. Katherine graduates from college. Apollo 11 goes to the moon following the flight path Katherine designs.

Unit 4

Comprehension Check 11: *Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions*

1. b 2. c 3. a 4. d 5. c

Comprehension Check 12: *Planting Stories: The Life of Librarian and Storyteller Pura Belpré*

1. a 2. b 3. d 4. b 5. c

Comprehension Check 13: "Moving Mountains"

1. b 2. c 3. a 4. d 5. b

Comprehension Check 14: *A Computer Called Katherine*

1. c 2. d 3. a 4. c 5. b

Unit 5

Comprehension Check 15: "Symbiosis: The Art of Living Together"

1. a 2. c 3. a 4. d 5. b

Comprehension Check 16: *Polar Bears on the Hunt*

1. c 2. d 3. a 4. c 5. a

Comprehension Check 17: *Ticks: Dangerous Hitchhikers*

1. b 2. a 3. d 4. b 5. c

Comprehension Check 18: *When Plants Attack: Strange and Terrifying Plants*

1. c 2. b 3. d 4. d 5. b

Unit 6

Comprehension Check 19: "E-Books Rule!"

1. c 2. a 3. d 4. b 5. a

Comprehension Check 20: "Benefits of a Balanced School Calendar"

1. b 2. d 3. c 4. a 5. b

Comprehension Check 21: "Move Over, Meat!"

1. a 2. b 3. c 4. b 5. d