**GRADE 4-Key Ideas and Details**

**Informational Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (1):** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| **CCSS – Grade Specific Reading Standard 1 (Informational)** |
| **Grade 3:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  | **Grade 4: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.** | **Grade 5:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **KNOW****(Factual)** | **UNDERSTAND****(Conceptual)** | **DO****(Procedural, Application and Extended Thinking)** |
| * Inference
* Prediction
* Details and examples
* Generalizations
* Background knowledge
* Explicitly stated information from the text
* Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers)
 | * Authors include key details in informational texts which can help a reader ask and answer questions.
* Good readers use examples and details from the text to support their inferences.

 * Good readers use textual evidence connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read.
* Good readers make meaning using the details and examples in a text.
 | * Make, test and revise predictions as they read

Use the combination of explicitly stated information , background knowledge, and connections to the text to answer questions they have as they readRefer to details and examples from the text when explaining what the text saysMake implied inferences about author’s decisions and the content of a textRefer to details and examples from the text when drawing inferences |
| **CCSS – Grade Specific Reading Informational Standard 10 (Grade 4)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 4- Key Ideas and Details**

**Informational Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **CCSS – Grade Level Reading Standard 2 (Informational)** |
| **Grade 3:** Determine the main idea of a text and explain how it is supported by key details. | **Grade 4: Determine the main idea of a text and explain how it is supported by key details; summarize the text.** | **Grade 5:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Main idea
* Key details
* Characteristics of explanation (e.g., what and why)
* Difference between main ideas and key details in a text
* Informational text features and/or structure(s) which help suggest main idea
* Characteristics of an effective summary for informational text
* How to summarize
 | * Authors of informational text(s) include key details in order to help readers make meaning of the text.
* Good readers use key details in an informational text to identify the main topic.
* Good readers develop effective summaries that capture the main ideas of informational text(s).
 | * Determine the main idea of an informational text
* Recognize how ideas are organized in an informational text
* Describe or graphically represent the relationship between main idea and details.
* Explain how the main idea is supported by key details
* Summarize the main idea in an informational text, including the most important parts of the piece
* Determine the main idea of a text and explain how it is supported by key details; summarize the text
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 4)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 4-Key Ideas and Details**

**Informational Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **CCSS – Grade Level Reading Standard 3 (Informational)** |
| **Grade 3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | **Grade 4: 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.**  | **Grade 5:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to explain (e.g., what and why)
* Key ideas/concepts, events, steps in informational texts.
* Specific details that explain key ideas, events, steps
* Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures)
* Text structure in informational texts (e.g., time, sequence, cause/effect, steps).
* Connections and relationships (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)
* Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) for informational texts.
 | * Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur.
* Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read.
 | * Identify the events, key ideas/ concepts, steps in informational texts
* Distinguish between key ideas and explanatory details
* Identify and describe how informational and technical texts are structured
* Identify words/phrases that signal explanations
* Explain how ideas, events, steps are connected
* Use specific information to explain what and why key events, ideas, procedures, events happened
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| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 4)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 4-Craft and Structure**

**Informational Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (4):** Interpret words and phrases asthey are used in a text, including determining technical, connotative, and figurative meanings, andanalyze how specific word choices shape meaning or tone. |
| **CCSS – Grade Level Reading Standard 4 (Literary)** |
| **Grade 3:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | **Grade 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.** | **Grade 5:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text
* Word choice
* Context clues
* Literal/ Denotative meaning
* Connotative meaning
* Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration)
 | * Authors make purposeful language choices to enhance the meaning of informational text(s).
* Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).
 | * Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues
* Use context clues to help unlock the meaning of unknown words/phrases
* Determine the appropriate definition of words that have more than one meaning
* Differentiate between literal and non-literal meaning
* Identify and interpret figurative language
* Describe how figurative language and other language choices enhance meaning
* Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
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| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 4)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 4-Craft and Structure**

**Informational Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| **CCSS – Grade Level Reading Standard 5 (Informational)** |
| **Grade 3:** Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | **Grade 4: 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.**  | **Grade 5:** Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application****and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to describe
* Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution)
 | * Authors of informational text use various structures to share information.
* Good readers use text features to locate relevant information.
 | * Describe the overall structure of events in an informational text or part of a text
* Describe the overall structure of ideas in an informational text or part of a text
* Describe the overall structure of concepts in an informational text or part of a text
* Describe the overall structure of information in an informational text or part of a text
* Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text
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| **CCSS- Grade Specific Reading Standard 10 (Grade 4)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 4-Craft and Structure**

**Informational Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Reading Standard (6):** Assess how point of view or purpose shapes the content and style of a text. |
| **CCSS – Grade Level Reading Standard 6 (Informational)** |
| **Grade 3:** Distinguish their own point of view from that of the author of a text. | **Grade 4: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.** | **Grade 5:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and****Extended thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Compare
* Contrast
* Firsthand account (primary) of an event or topic
* Secondhand (secondary) account of an event or topic
* Author’s viewpoint/focus/attitude
* Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text
 | * An author’s focus/viewpoint affects the choices he/she makes (e.g., style, word choice, content) in shaping a text.
* Good readers look at first and secondhand account of the same event or topic to obtain different information.
* Good readers recognize that the same event can be interpreted differently when told from different perspectives/viewpoints.
 | * Identify the author’s purpose for writing a text
* Identify a firsthand account
* Identify a secondhand account
* Explain how a firsthand and secondhand account are different
* Compare and contrast a firsthand and secondhand account of an event or topic
* Describe differences in focus and information provided by firsthand and secondhand accounts of an event or topic
* Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
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| **Range of Reading and Level of Text Complexity****CCSS-Grade Specific Standard 10 (Grade 4)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 4-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate contentpresented in diverse media and formats, including visually and quantitatively, as well as in words. |
| **CCSS – Grade Level Reading Standard 7 (Informational)** |
| **Grade 3:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | **Grade 4: 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.** | **Grade 5:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Characteristics of interpretation
* Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video)
* Kinds of contributions (e.g., clarifies, illustrates, exemplifies, opposes, provides background)
* Media formats (e.g., visual, oral, quantitative)
 | * Authors choose details and illustrations to include in an informational text in order to convey meaning.
* Good readers use the details and illustrations available in an informational text to make meaning of the text(s).
 | * Identify the information presented in specific images (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video)
* Integrate information from graphics/images/ illustrations with words from the text to make meaning
* Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages)
* Interpret how information presented visually, orally or quantitatively connects to text (e.g., clarifies, illustrates, exemplifies, opposes, provides background)
* Explain how the information contributes to an understanding of the text in which it appears.
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| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 4)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 4-Craft and Structure**

**Informational Reading Standard 8**

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| **College and Career Ready (CCR) Anchor Reading Standard (8):** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| **CCSS – Grade Level Reading Standard 8 (Informational)** |
| **Grade 3:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | **Grade 4: Explain how an author uses reasons and evidence to support particular points in a text.** | **Grade 5:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to explain
* Main/key ideas
* Supporting details
* Relevant vs. irrelevant details
* Reasons/examples/evidence
* Persuasive techniques (e.g., emotional words, repetition, name calling)
 | * Authors provide reasons/examples/ evidence in informational text to support their points and ideas.
* Good readers identify the reasons/examples/evidence an author uses to support points and ideas to enhance their understanding of an informational text.
 | * Identify the author’s key ideas /points
* Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence/details that support the author’s key ideas/points
* Differentiate between relevant and irrelevant reasons/examples/evidence/details
* Identify the relevant reasons/examples/evidence an author gives to support points in a text
* Explain how an author uses reasons and evidence to support particular points in a text
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 4)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 4-Craft and Structure**

**Informational Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (9):** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **CCSS – Grade Level Reading Standard 9 (Informational)** |
| **Grade 3:** Compare and contrast the most important points and key details presented in two texts on the same topic. | **Grade 4: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.** | **Grade 5:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Compare/contrast
* Important points/main ideas
* Most important vs. least important points
* Key/supporting details
* Purpose for gathering information
* Methods to manage and organize selected information (e.g., graphic organizers, electronic notes)
* How to integrate information in a purposeful way
 | * Authors of informational text provide information and key details on topics in different ways.
* Good readers make meaning of informational texts by integrating important information presented in two texts in order to present it for a specific purpose.
 | * Establish a purpose for gathering information
* Identify the most important points from two texts for a given purpose
* Identify the key/supporting details from two texts for a given purpose
* Use a method for managing and organizing selected information
* Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
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| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 4)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |