

### 4<sup>TH</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN : KEY IDEAS AND DETAILS

<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Key Ideas and Details R.1:</u> 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.</p>	
<p><b>Standard Text:</b>  <b>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.</b></p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• explain what the text says explicitly.</li> <li>• draw inferences from the text’s explicit meaning.</li> <li>• use text evidence (details and examples) to support explanations about what the text says explicitly and when making inferences.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI. K.1, 1.1, 2.1, 3.1</p> <p><b>Vertical Alignment to Future Grades:</b>            RI. 5.1, 6.1, 7.1, 8.1</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>explicit/explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</li> <li>• <b>inference</b> – a conclusion derived from logical reasoning following an investigation of available evidence</li> <li>• <b>conclusion</b> – a judgement or decision reached by reasoning</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Key Ideas and Details R.2:</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p><b>Standard Text:</b>            RI. 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• determine the main idea of a text.</li> <li>• use key details to support the main idea of a text.</li> <li>• summarize the text using the main idea(s) and key detail(s).</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.K.2, 1.2, 2.2, 3.2</p> <p><b>Vertical Alignment to Future Grades:</b>            RI. 5.2, 6.2, 7.2, 8.2</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students establish the main idea of a text and point out how it is supported through key details. Students provide a summary of the text using key details.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>event</b> – a thing that happens; an occurrence</li> <li>• <b>key details</b> – specific and important parts of the text that provide information, support, and elaboration</li> <li>• <b>main idea(s)/topic</b> – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning</li> <li>• <b>summary/summarize</b> – a brief statement of the main points of a larger work or text; the act of providing such a statement or account</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Key Ideas and Details R.3:</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p><b>Standard Text:</b>            RI. 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• read and comprehend historical, scientific, and technical texts.</li> </ul>

and why, based on specific information in the text.	<ul style="list-style-type: none"> <li>explain events, procedures, ideas, and concepts in texts of these disciplines.</li> <li>select relevant text evidence to explain what happened and why.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI. RI. K.3, 1.3. 2.3, 3.3</p> <p><b>Vertical Alignment to Future Grades:</b> RI.5.3, 6.3, 7.3, 8.3</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>events</b> – a thing that happens, especially one of importance</li> <li><b>procedure</b> – an established or official way of doing something</li> <li><b>idea(s)</b> – a thought or suggestion as to a possible course of an action</li> <li><b>technical text</b> – text that further explains a subject or understanding of how to complete a task</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Key Ideas and Details:</i>
<b>Standard Alignment:</b>	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>Task:</b>	<p>From <i>Cognia</i>:</p> <p>Explain the main idea of the article “Eavesdropping Iguanas.” What key details does the author use to support the main idea? Use details from the article to support your answer.</p> <p>Exemplar Student Response Includes: The main idea of “Eavesdropping Iguanas” is the different ways iguanas have adapted to their environment in order to survive. The author writes about two scientists and includes their own words when describing that they discovered that iguanas can tell the difference between a bird’s song and its alarm call. This is useful to the iguana because it knows when a hawk will strike and is able to make a quick getaway just by listening. The author then explains other behaviors that iguanas use to survive, such as drinking salt water, slowing down their hearts when swimming, and shrinking their bodies to use less energy. This connects to the main idea because these are not normal animal features. These iguanas are pretty special because of the way they have adapted to life on the Galapagos Islands.</p>
<b>DOK and Blooms</b>	2, Understanding
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students can identify the main idea of the informational text “<i>Eavesdropping Iguanas</i>”. (Recount-Reading-Developing)</li> <li>Students can connect key details to the main idea of the informational text “<i>Eavesdropping Iguanas</i>”. (Recount-Reading-Expanding)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students may state an incorrect claim about the main idea- such as focusing on features of iguanas, habitats of iguanas, etc. instead of understanding that iguanas have adapted to their environment to survive.</li> <li>Students may cite evidence that does not directly support the claim.</li> <li>Students use “Kinds of Iguanas” (the first article) instead of “Eavesdropping Iguanas”.</li> </ul>

**4<sup>TH</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN: CRAFT AND STRUCTURE**

**Anchor Standard/ Domain Name:** Reading: Informational

Craft and Structure R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Standard Text:**

**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.**

**Students Who Demonstrate Understanding Can:**

- locate academic and domain specific words and phrases in a text.
- determine the meaning of words and phrases in grade 4 topic and subject areas.

**Vertical Alignment to Previous Grades:**

RI K.4, 1.4, 2.4, 3.4

**Vertical Alignment to Future Grades:**

RI 5.6, 6.4, 7.4, 8.4

**Clarification Statement:**

- Students examine the text to figure out the meaning of words and phrases appropriate to fourth grade topics and subject areas, using the context to inform their thinking.

**Vocabulary for Teacher Development:**

- **domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation
- **general academic** – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) topic – the subject or matter being discussed or written about in a text, speech, etc.
- **interpret** – explain the meaning of (information, words, or actions)
- **connotative** – something that is implied

**Anchor Standard/ Domain Name:** Reading: Informational

Craft and Structure R5: Analyze the structure of texts, 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.

**Standard Text:**

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.

**Students Who Demonstrate Understanding Can:**

- determine the text structure used by the author (chronology, comparison, cause/ effect problem/ solution) to convey an event, idea, concept, or information in part of the text.
- determine the text structure (chronology, comparison, cause/ effect problem/ solution) used to organize the text as a whole.
- explain how the events, ideas, or concepts fit into the overall structure of a text.

**Vertical Alignment to Previous Grades:**

RI. K.5, 1.5, 2.5, 3.5

**Vertical Alignment to Future Grades:**

RI. 5.6, 6.5, 7.5, 8.5

**Clarification Statement:**

- Students explain how the author organized the events, ideas, concepts, or information in a text, such as chronology, comparison, cause/effect, and problem/solution.

**Vocabulary for Teacher Development:**

- **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise
- **chronology** – the arrangement of events or dates in order of their occurrence

<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <i>Craft and Structure R6: Assess how point of view or purpose shapes the content and style of a text.</i></p>	
<p><b>Standard Text:</b> 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.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• read a firsthand account and a secondhand account of the same event or topic.</li> <li>• compare and contrast the firsthand account and the secondhand account- specifically describing the differences in focus and the differences in the information provided.</li> <li>• give descriptions about how the information is presented for each perspective.</li> <li>• use point of view to understand different perspectives on the same topic.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI. K.6, 1.6, 2.6, 3.6</p> <p><b>Vertical Alignment to Future Grades:</b> RI 5.6, 6.6, 7.6, 8.6</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students determine the similarities and differences of accounts of the same topic or event. One account is based on personal experience, and the other account is based on the author’s research. Students determine the differences in the information as well as the focus.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>compare</b> – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. Describe, description, descriptive details—to explain something in words; the details necessary to give a full and precise account</li> <li>• <b>firsthand account</b> – a summary or delineation of events from an original source or personal experience</li> <li>• <b>secondhand account</b> – a summary or delineation of events based on an author’s research, rather than personal experience</li> <li>• <b>text complexity band</b> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	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.
<b>Task:</b>	From <i>Achieve the Core</i> :

	<p>(Optional essay) Based on the information in both articles and the video, what steps would you take to do an archaeology dig at a spot where people might have lived in the past? Write an essay describing the process you would follow to learn about these people, using only the information in the articles and video. Be sure to include details from at least two of the sources. Write your response in the space that has been provided below.</p> <p>A good student response will include all or most of the following points from the articles and/or video:</p> <ul style="list-style-type: none"> <li>• The first thing to do would be to find a place to dig (inference from article 1 and video).</li> <li>• This place should be where people might have lived before it was buried by debris (article 1 and video).             <ul style="list-style-type: none"> <li>○ One place to look would be where a conquered people probably lived and threw away trash (article 2 and video).</li> <li>○ Another place to look would be where a conquering people threw away things (article 2).</li> </ul> </li> <li>• The next thing to do is to collect the right tools, including pickaxes, drills, and brushes (article 1 and video).</li> <li>• The next step is to start digging.             <ul style="list-style-type: none"> <li>○ The pickaxes and drills would likely be used for hard ground, and the brushes for brushing off small pieces of dirt from what is found (inferences from article 1 and video).</li> </ul> </li> <li>• The digging has to be carefully done so that every small object is found (inference from both articles and video).</li> <li>• When a lot of objects have been collected from the dig, the next step is to try to figure out what the objects mean (inference from both articles and video).             <ul style="list-style-type: none"> <li>○ For example, if pieces of clothing are found, we learn about what people wore (both articles).</li> <li>○ If bones are found, we know what people ate (video).</li> <li>○ If there's a lot of something that people threw away, maybe they had a lot of it (article 2).</li> <li>○ If seeds are found, we learn what crops people grew (article 1).</li> </ul> </li> <li>• The last step is to "piece together the life stories" of the people (article 2) and thus "discover the past" (article 1) and statement from the video's conclusion.</li> </ul>
<b>DOK and Blooms</b>	3, Synthesize
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students can elaborate by adding precision and details to the steps you would take to do an archaeology dig at a spot where people might have lived in the past (Explain, Reading, Developing)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students have to synthesize amongst three sources. They may provide inadequate support from one, two, or all three of the texts.</li> <li>• Students may not organize their claims in sequential order with supporting evidence from the text.</li> <li>• Students may have difficulty with specific vocabulary.</li> </ul>

<b>4<sup>TH</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN : INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational</p> <p><u>Integration of Knowledge and Ideas R.7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p><b>Standard Text:</b></p> <p>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.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>interpret the deeper meaning of information presented verbally, orally and quantitatively.</li> <li>make a connection between the information and the text in which it appears.</li> <li>make connections between pictures, other texts and graphic features, and the text in which they appear.</li> <li>explain how the information contributes to the reader/ viewer’s understanding of the text as a whole.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.K.7, 1.7, 2.7, 3.7</p> <p><b>Vertical Alignment to Future Grades: :</b> RI 5.7, 6.7, 7.7 8.7</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students explain information that is presented visually, orally, or quantitatively in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages, and then they describe how the format in which it appears helps them better understand the text.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>quantitatively</b> – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively –in such a manner that allows something to be measured in terms of descriptive experience and reflection)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b></p> <p><u>Integration of Knowledge and Ideas R.8:</u> 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.</p>	
<p><b>Standard Text:</b></p> <p>RI. 4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>determine the author’s central idea, point or argument in a text.</li> <li>trace the author’s argument or point in the text using reasons and evidence.</li> <li>explain how the author uses reasons/ evidence to support a point in the text.</li> <li>use information in the text to support a claim.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI K.8, 1.8, 2.8, 3.8</p> <p><b>Vertical Alignment to Future Grades:</b> RI 5.8, 6.8, 7.8, 8.8</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students explain how the author supports specific points in a text by using reasons and evidence</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</li> <li><b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b></p> <p><u>Integration of Knowledge and Ideas R.9:</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p><b>Standard Text:</b></p>	<p><b>Students Who Demonstrate Understanding Can:</b></p>

<p>RI. 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <li>gather relevant information from two or more texts on the same topic.</li> <li>integrate/ synthesize information from two texts.</li> <li>write or speak about the topic knowledgeably using evidence gained from both of the texts.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI K.9, 1.9, 2.9, 3.9</p> <p><b>Vertical Alignment to Future Grades:</b> RI 5.9, 6.9, 7.9, 8.9</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students combine information from two texts on the same topic when writing or speaking to demonstrate knowledge of the topic.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> <li><b>integrate/synthesize</b> – combine with another to form a whole</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Integration of Knowledge and Ideas</i>
<b>Standard Alignment:</b>	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Task:</b>	<p>From <i>Cognia</i>: Explain how information in the article and the letter supports the idea that it was harmful for children to work in factories. Use details from the article and the letter to explain your answer.</p> <p>An exemplar student response may include, but is not limited to the following:</p> <p>“Working Women and Children”</p> <ul style="list-style-type: none"> <li>They worked for low wages (lower than women, who were paid less than men).</li> <li>They had little time to play.</li> <li>According to Melville’s account:</li> <li>They stood in silence; they were not allowed to talk.</li> <li>The machines were loud.</li> <li>They did the same thing over and over, all day, every day.</li> </ul> <p>“Letter to the Editor”</p> <ul style="list-style-type: none"> <li>They earned little money.</li> <li>They had to eat their breakfast in the dark.</li> <li>They had to walk through snow to get to the factory.</li> <li>Throughout the day, they had to go back and forth between the factory and the place where they slept.</li> <li>They worked thirteen or more hours a day.</li> <li>They were not given time to play or get an education.</li> <li>They suffered physically (standing on their feet all day hurt their legs).</li> </ul>
<b>DOK and Blooms</b>	3, Synthesize
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students can provide reasons and evidence from both texts that support the claim that it was harmful for children to work in factories (Argue, Writing, Expanding)</li> <li>Students can evaluate negative implications associated with working in factories and include those implications as evidence to support the claim (Argue-Writing-Bridging)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students may only pull from the informational text and not the letter or vice-versa</li> </ul>

	<ul style="list-style-type: none"> <li>Students may cite evidence that does not support the claim that it was harmful for children to work in factories.</li> </ul>
--	---

**4TH GRADE INFORMATIONAL STANDARDS BREAKDOWN: RANGE OF READING AND TEXT COMPLEXITY**

**Anchor Standard/ Domain Name:** Reading: Informational  
Range of Reading Level and Text Complexity R.10: Read and comprehend complex literary and informational texts independently and proficiently.

<p><b>Standard Text:</b>  <b>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.</b></p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts.</li> <li>read with appropriate stamina independently.</li> <li>read texts of appropriate Lexile levels (740-1010).</li> </ul>
--	---

<p><b>Vertical Alignment to Previous Grades:</b>          RI K.10, 1.10, 2.10, 3.10</p> <p><b>Vertical Alignment to Future Grades:</b>          RI 5.10, 6.10, 7.10, 8.10</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>By the end of grade 4, students competently read and understand informational texts within the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b><u>independently</u></b> – on one’s own, without aid from another (such as a teacher) informational text—a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</li> <li><b><u>proficient/proficiently</u></b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</li> <li><b><u>Lexile</u></b> – a method used by schools to measure a student reader’s ability</li> </ul>
---	---