Reading Standards for Informational Text: Grade 4

CLUSTER: KEY IDEAS AND DETAILS

Resources: Resources should include a wide variety of increasingly complex informational text, including expository and narrative structures and types (e.g., trade books, magazines, multimedia, and functional texts such as recipes and labels) related to personal interests and reflecting a wide variety of cultures.

Anchor Standard 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.

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.

Essential Skills:

- **Apply appropriate strategies before reading, viewing, or listening to informational texts to:**
  - Preview and survey the text.
  - Access prior knowledge about the text.
  - Set a purpose for reading and formulate appropriate questions.
  - Make predictions.
  - Identify genre.

- **Apply appropriate strategies to monitor understanding during reading, viewing, or listening to informational texts to:**
  - Reread as necessary.
  - Determine main ideas of portions of the text.
  - Periodically restate, retell, paraphrase, summarize and/or synthesize information.
  - Connect ideas within the text.
  - Make, confirm, and/or modify questions, inferences, and predictions.
  - Identify possible themes.

- **Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to informational texts to:**
  - Determine and explaini the main idea (explicit or inferred) of the text.
  - Summarize the text.
  - Identify what is directly stated in the text.

- Draw inferences and conclusions from the text by citing specific details and examples from the text.
- Explain what is directly stated in the text by citing specific details and examples from the text.
- Explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text.
- Synthesize information and ideas.
- Confirm or modify predictions about the text.
- Connect prior knowledge or experience to the text.

- **Apply a questioning schema to generate and respond (either orally or in writing) to text-specific questions.**

- **Select only relevant textual evidence when responding either orally or in writing to text-specific questions.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: KEY IDEAS AND DETAILS

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Essential Skills:

- **Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.**
- **Connect ideas (explicitly stated or inferred) from across the text to determine a main idea.**
- **Paraphrase key details or information.**
- **Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.**
- **Connect key details or information, including those found in text features, and explain how they help to develop the main idea.**

General Note

- Participate actively and appropriately in discussions about informational texts.
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Benchmarks:

CLUSTER: KEY IDEAS AND DETAILS

Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RI 4.3: 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.

Essential Skills:

- **Connect and explain types of text structure and relationships, including chronology, sequence, cause/effect.**
- **Apply content knowledge to determine relationships, including chronology, sequence, cause/effect, in an informational text.**
- **Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 4: 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.

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.

Essential Skills:

- **Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**
- **Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (CCSS 4 L4.b)**
- **Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**
- **Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.**
- **Recognize and explain the meaning of common idioms, adages, and proverbs.**
- **Differentiate between denotation and connotation of a specific word.**
- **Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).**

General Note

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CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 5: 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.

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.

Essential Skills:

- **Use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding.**
- **Determine and explain how each paragraph in a text is organized (e.g., sequentially/chronologically, by main ideas and supporting details, by cause and effect, by problem and solution).**
- **Determine the predominant organizational structure in a text or a portion of a text.**

General Note

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- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
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Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

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.

Essential Skills:

- **Differentiate between a firsthand and a secondhand account and a primary and a secondary source of information.**
- **Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic.**
- **Draw conclusions about why the information or details about an event or topic differ from one text to another.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Essential Skills:

- **Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard 8: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI 4.8: Explain how an author uses reasons and evidence to support particular points in a text.

Essential Skills:

- **Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text.**
- **Connect specific pieces of evidence to the corresponding point supported by the evidence. Explain basic relationships, including comparison, cause/effect, sequence.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor 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.

RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Skills:

- **Synthesize the main points and key details in two texts on the same topic.**
- **Draw evidence from informational text to support analysis, reflection, and inquiry/investigation.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

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.

Essential Skills:

- **With prompting and support, demonstrate understanding of a wide variety of increasingly complex self-selected and assigned informational texts representing diverse cultures, perspectives, and time periods.**
- **Use self-selected informational texts to explore personal interests and challenge themselves as readers.**
- **Set personal goals and conference regularly with adults and peers to improve reading.**

General Note

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- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks: