

KPBSD ELA CURRICULUM

4TH GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

<p>PRIORITY STANDARDS</p> <p>4.RI.1 Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p> <p>4.RI.9 Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p> <p>SUPPORTING STANDARDS</p> <p>4.RI.3 Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth grade topic or subject area.</p> <p>4.RI.5 Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RI.6 Determine author’s purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to fourth grade, with scaffolding as needed at the high end of the range. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Referring to the text demonstrates a higher level of synthesizing. Discussing a text requires the use of relevant details and examples. Separating the main idea from supporting details is a necessary skill when summarizing a text. Paraphrasing main ideas from a text can aid the ability to summarize. Possessing a grade level appropriate vocabulary ensures a deeper understanding of the topic being studied. Acquiring both domain specific words and academic vocabulary is necessary in interpreting or making meaning from the topic being studied. In order to be knowledgeable about a topic readers need to be able to integrate information from more than one source. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> Why is it important to refer to the text when explaining or making inferences? How can specific details from the text help draw conclusions? Why is it necessary when summarizing the text to focus on the essential or main idea? What information is appropriate to include in a summary? Why is it important to understand the meaning of keywords or phrases related to the text? What strategies can I use to determine the meaning of unknown words? How does integrating information from two texts support students in the way of writing and speaking ability to respond knowledgeably about a topic?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> Details and examples from the text help explain informational text. How to draw inferences from informational texts by referring to details and examples from the text. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Explaining relationships among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why. 	

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<p>4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, 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>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> • How to identify the main idea in informational texts. • How the main idea in informational texts is supported by the details in the text. • How to summarize informational texts in familiar words. • Infer the meanings of words and phrases in Science and Social Studies texts. • Information from two different informational texts on the same topic help communicate knowledge about the topic. 	<ul style="list-style-type: none"> • Explaining major differences between poems, drama, and prose, and refer to structural elements of poems, drama when writing or speaking about a text. • Comparing and contrasting the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described. • Making connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
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Evidence

Evaluative Criteria	Assessment Evidence
<p>BASED ON STANDARDS: Teacher Generated Test Teacher and Student Self-Reflection Rubric Teacher and Student Self-Reflection Checklist Formal & Informal Observations Journaling</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Respond (orally or in writing) to a variety of questions requiring them to refer directly to the text to support their answers. • Use highlighters (or other) to identify key details/evidence to support their answer(s). • Summarize and sequence a text through: drama, writing, and/or oral retelling. • Participate in class debate. • Complete a Venn Diagram comparing and contrasting the information given in two different texts on the same topic. • Explore a browsing Box SORT (teacher selected books) based on THEME. • Journal on a specific subject based on two different texts on the subject. • Use graphic organizers; K-W-L, Exit Tickets, T-Chart to take notes on a topic. • Decode new vocabulary to find meaning. • Record new words in notebook or class word wall. • Incorporate new words into writing pieces and classroom discussions. • Self-select new vocabulary words and identify the meaning of the unknown words.

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		OTHER EVIDENCE: District/State Assessments
Vocabulary		
Information Text Support Inferences Main Idea Key Details Paraphrase Summarize Events Procedures Sequence Integrate Topic(S) Subject Relationship Cause/Effect Ideas Concepts Historical	Scientific Technical General Academic Domain-Specific Phrases Relevant Structure Comparison Problem/Solution Concepts Author’s Purpose Compare/Contrast Similarities/Differences Firsthand/Secondhand Account Describe Focus Provided	Interpret Presented Visually Orally Quantitatively Chart/Graph/Diagram/Table Timeline Animations Interactive Elements Web Page Explain Contribute Understanding Appears Reasons Evidence Particular Points
Technology Skills		
<p>I can...</p> <ul style="list-style-type: none"> • Name documents with appropriate file names and understand where the files are being saved. • Understand how to practice safe internet searches. • Locate and use letter and number keys with the correct left and right hand placement (home row). • Gain proficiency and speed in touch typing. • Save, edit, copy, and rename files and folders to organize documents and materials. 		