

GRADE 4 NYS CCLS Reading for Information Key Concepts

Developed collaboratively by Debbie Godsen DePalma, Jean Hoyt and Sarah Amesbury

KEY IDEAS AND DETAILS *Standards 1-3*

<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> • Determine important details and examples • Distinguish between relevant and irrelevant details • Define inference • Define drawing conclusions • Understand the difference between drawing conclusions and making inferences • Explain text in own words, using text evidence • Draw an inferences across all informational text types (with text evidence) • Use context clues 	<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> • Define main idea • Determine main ideas in text • Distinguish between relevant and irrelevant details • Summarize orally and written • Intentionally connect main ideas to supporting details 	<p>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.</p> <ul style="list-style-type: none"> • Sequence events (timeline) • Determine the relevance and importance of events • Determine cause and effect for events using text evidence • Read historical, technical and scientific text • Read and implement procedural text
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CRAFT AND STRUCTURE *Standards 4-6*

<p>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.</p> <ul style="list-style-type: none"> • Expand speaking and reading vocabulary to include academic and domain specific words explicitly taught • Explain the difference between academic and domain specific vocabulary • Speaking and Listening, vocabulary CCSS: • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. • Use context 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., <i>telegraph, photograph, autograph</i>). • 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 	<p>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.</p> <ul style="list-style-type: none"> • Determine structure of a text • Define types of structures: comparison, cause/effect, problem solution • Identify types of structures • Define and identify events, ideas and concepts in text 	<p>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> <ul style="list-style-type: none"> • Identify firsthand account • Identify secondhand account • Determine key differences between firsthand and secondhand accounts • Synthesize information gained from first and second hand accounts • Explain authors purpose in choosing a point of view
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INTEGRATION OF KNOWLEDGE & IDEAS Anchor *Standards 7 – 9 (There is no RTL for RI, as part of standard 10)*

<p>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> <ul style="list-style-type: none"> • Identify and define text features (charts, etc..) • Interpret information gained from text features • Explain how text features contribute to understanding of text 	<p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <ul style="list-style-type: none"> • Make a claim about text • Determine authors reasoning and evidence for choosing a particular point 	<p>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"> • Read multiple books on the same topic • Determine key ideas in text • Determine similar themes or topics • Take notes on multiple text (using graphic organizers or post it notes) • Synthesize information gained from both text about a specific topic through multiple ways
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