

## Grade 4 • Claim 1 • Reading Targets

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Literary Text	Informational Text
<p><b>1 Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p>DOK 1, 2</p> <p><b>Standard:</b></p> <p><b>RL-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>8 Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p>DOK 1, 2</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-7</b> 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><b>2 Central Ideas:</b> Identify or determine a theme or central idea from details in the text, or summarize the text.</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RL-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL-2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b>9 Central Ideas:</b> Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>

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<p><b>3 Word Meanings:</b> Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. DOK 1, 2</p> <p><b>Standards:</b></p> <p><b>RL-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL-4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L-4a</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>L-4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p><b>L-4c</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.</p> <p><b>L-5c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>10 Word Meanings:</b> Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. DOK 1, 2</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L-4a</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>L-4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p><b>L-4c</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.</p> <p><b>L-5c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
<p><b>4 Reasoning &amp; Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation. DOK 3</p> <p><b>Standards:</b></p>	<p><b>11 Reasoning &amp; Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines/ animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation. DOK 3</p> <p><b>Standards:</b></p>

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<p><b>RL-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL-3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b>RL-6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>RL-9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-3</b> 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> <p><b>RI-6</b> 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>RI-7</b> 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><b>RI-8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI-9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p><b>5 Analysis Within Or Across Texts:</b> Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts.</p> <p>DOK 3, 4</p> <p><b>Standards:</b></p> <p><b>RL-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL-3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b>RL-6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>12 Analysis Within Or Across Texts:</b> Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts.</p> <p>DOK 3, 4</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-3</b> 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> <p><b>RI-6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>

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Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

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<p><b>6 Text Structures &amp; Features:</b> Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RL-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL-5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p><b>13 Text Structures Or Text Features:</b> Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information.</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-5</b> 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> <p><b>RI-7</b> 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><b>7 Language Use:</b> Determine the meaning of words and phrases by demonstrating understanding of figurative language and nuances in word meanings used in context.</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RL-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL-4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>L-5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L-5a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><b>L-5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>14 Language Use:</b> Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>L-5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L-5a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><b>L-5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>