

## Grade 4 Reading Informational Text Standards and Close Reading Planning

Category	Informational Text	Questions
Key Ideas and Details	<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><i>What does the text say? Follow-up: How do you know?</i>  <b>General Understanding ~ Key Details ~ Literal Level of Meaning</b>                      general content/meanings, sequence of events, key/supporting details                      who, what, when, where, why, how much, how many                      (questions to ensure that students have understood what they've read)</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>	
	<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>	
Craft and Structure	<p><b>RI.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <b>(See grade 4 Language standards 4–6 for additional expectations.) CA</b></p>	<p><i>How does the text work? Follow-up: How do you know?</i>  <b>Vocabulary ~ Text Structures (see handout) ~ Author's Craft (see handout)</b>                      words, phrases, sentences, paragraphs</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.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>	
Integration of Knowledge and Ideas	<p><b>RI.7</b> 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><i>What does the text mean? Follow-up: How do you know?</i>  <b>Author's Purpose ~ Intertextual Connections (within and between texts) ~ Inferences</b>                      Purpose—consider point of view; identify the format;                      consider how the author wants the reader to react (ethos, pathos, logos)</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>	

## Culminating Questions

Integration of Knowledge and Ideas	<b>RI.7</b> 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.	<i>What does the text inspire me to do? What does the text mean to me?</i> <i>Writing Task? (Argumentative, Explanatory, Narrative) Project? Debate? Speech?</i> <i>Presentation? Research? Socratic Seminar?</i>
	<b>RI.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	
	<b>RI.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	