

SD State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Texts	Anchor Standard:	Key Ideas and Details	Grade level:	4
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Standards Relating to Key Ideas & Details

4.RI.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.

4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Key Ideas and Details: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
How do readers find the main idea in an informational text?	Determining essential details from the text helps readers to identify the main idea in a paragraph or informational text.
How do readers create a summary using details from the text?	Readers create a summary that is supported by identifying key details or main ideas of the text.
How do readers use specific details and examples from a text to make inferences?	Readers use inferences made by applying details (including text features) and examples from the text.
How do readers use information from the text to explain what happened and why?	Readers use specific information from the text (including text features) will assist in explaining events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text.

Learning Progression: Key Ideas & Details (4.RI.1 4.RI.2 4.RI.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RI.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text,	4.RI.3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based	5.RI.3 Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in

using language that pertains to time, sequence, and cause/effect.	on specific information in the text.	historical, scientific, or technical text.
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Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>4.RI.1</p> <ul style="list-style-type: none"> • Explicitly explain text. • Draw inferences. • Refer to details and examples. <p>4.RI.2</p> <ul style="list-style-type: none"> • Determine the main idea. • Explain how the main idea is supported. • Summarize the text. <p>4.RI.3</p> <ul style="list-style-type: none"> • Explain events. • Explain steps in procedures. • Explain ideas. • Explain concepts in a text. • Include what happened and why. 	<p>4.RI.1 Details and evidence from the text are used to draw inferences.</p> <p>4.RI.2 Key details support determining the main idea and summarizing the text.</p> <p>4.RI.3 Explanation of the text is based on specific information from the text.</p>	<p>4.RI.1 Use details and evidence from the text to draw inferences.</p> <p>4.RI.2 Determine the main idea. Summarize the text.</p> <p>4.RI.3 Explain what happened and why based on specific information in the text.</p>

Student Friendly Language
<p>4.RI.1 I can use details and evidence from the text to draw inferences.</p> <p>4.RI.2 I can use key details to determine the main ideas of the text. I can use key details to summarize the text.</p> <p>4.RI.3 I can explain what happened and why based on specific information in the text.</p>

Key Vocabulary		
<p>4.RI.1</p> <ul style="list-style-type: none"> • Explain • Inferences • Details • Examples 	<p>4.RI.2</p> <ul style="list-style-type: none"> • Determine • Main idea • Explain • Key Details • Summarize 	<p>4.RI.3</p> <ul style="list-style-type: none"> • Explain • Events • Steps • Procedures • Ideas • Concepts • Historical text • Scientific text • Technical text

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Following steps in procedures from an instructional manual guide us in completing tasks.

Using details and examples from the text helps us discuss or debate an issue.

Through summarizing, we are able to share our knowledge while holding our audience's interest.

Relevant evidence can be used to support our point of view when attempting to change or defend our point of view.

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

Key Ideas & Details:

4.RI.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.

4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Level 1	Level 2	Level 3	Level 4
In grade-level texts, students should be able to <ul style="list-style-type: none">• Minimally identify and summarize central ideas/key events and be able to explain few explicit details.• Minimally summarize the text, determine the main idea, and a few details.• Minimally state events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text.	In grade-level texts, students should be able to <ul style="list-style-type: none">• Partially identify and summarize central ideas/key events and be able to explain some explicit details to partially justify/explain inferences.• Partially summarize the text, determine the main idea, and explain how the details support the main idea.• Partially explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text.	In grade-level texts, students should be able to <ul style="list-style-type: none">• Adequately identify and summarize central ideas/key events and be able to explain explicit details, using this supporting evidence to adequately support answers and to adequately justify/explain inferences.• Adequately summarize the text, determine the main idea, and explain how the details support the main idea.• Adequately explain, events, steps in procedures, ideas, or concepts in a historical,	In grade-level and higher texts, students should be able to <ul style="list-style-type: none">• Thoroughly identify and summarize central ideas/key events and be able to thoroughly explain explicit details, using this supporting evidence to thoroughly support answers and to thoroughly justify/explain inferences.• Thoroughly summarize the text, determine the main idea, and explain how the details support the main idea.• Thoroughly explain events, steps in procedures, ideas,

		scientific, or technical text, including the details that support that reasoning.	or concepts in a historical, scientific, or technical text, including the details that support that reasoning.
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