

SD State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	4
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Standards Relating to Craft and Structure

4.RI.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.

4.RI.5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).

4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided.

Craft and Structure: 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>
<p>Why do readers need to pay attention to bold/highlighted words and words or phrases that they don't know?</p> <p>How can readers use what they know about the topic to help them figure out the meaning of this sentence/section?</p> <p>How can readers use the text and text features to figure out what an unfamiliar word or phrase means?</p> <p>What are the text structures and how do readers identify them?</p> <p>How does text structure help readers understand the meaning of the text?</p> <p>Can there be more than one text structure within one book?</p> <p>How does a reader know if it is a text is written in a firsthand or secondhand account of the event or topic?</p> <p>How does a point of view differ between firsthand and secondhand accounts?</p>	<p>Determining general academic and domain-specific words or phrases helps students understand the topic. Utilizing strategies such as the title and topic of the text, headings, context clues, and text features supports reader in defining an unfamiliar word or phrase.</p> <p>The ability to identify and describe a text structure will support gaining the meaning of a text. Lower level texts may follow one text structure whereas higher level texts can have multiple text structures including description, chronology, comparison, cause/effect, or problem/solution.</p> <p>Firsthand and secondhand accounts of an event or topic affects the point of view. Determining firsthand or secondhand accounts is achieved by comparing and contrasting the accounts of the event or topic.</p>

Learning Progression: Craft and Structure (4.RI.4 4.RI.5 4.RI.6)		
Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	4.RI.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.	5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently..	4.RI.5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).	5.RI.5 Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).
3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided.	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>4.RI.4</p> <ul style="list-style-type: none"> Definitions of general academic and domain-specific words and phrases. <p>4.RI.5</p> <ul style="list-style-type: none"> Text structure of events, ideas, concepts, or information in a text. Description Chronology Comparison Cause/effect Problem/solution <p>4.RI.6</p> <ul style="list-style-type: none"> Compare and contrast Firsthand account Secondhand account Similarities/differences Point of View 	<p>4.RI.4</p> <p>They need to determine the meaning of unknown words and phrases.</p> <p>4.RI.5</p> <p>Every informational text has one or more text structures to describe the events, ideas, concepts, or information.</p> <p>There are five main text structures.</p> <p>4.RI.6</p> <p>The point of view varies based on whether the story is from a firsthand or secondhand account of events or topics.</p> <p>Determining firsthand or secondhand accounts is achieved by comparing and contrasting the accounts of the</p>	<p>4.RI.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases.</p> <p>4.RI.5</p> <p>Identify the text structures (description, chronology, comparison, cause/effect, problem/solution).</p> <p>Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RI.6</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic.</p> <p>Describe the similarities/differences in the point of view based on the information provided.</p>

	event or topic.	
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Student Friendly Language
<p>4.RI.4 I can explain the meaning of unknown words and phrases from a text.</p> <p>4.RI.5 I can describe the overall text structure of a text. I can identify the description text structure. I can identify the chronology text structure. I can identify the comparison text structure. I can identify the cause/effect text structure. I can identify the problem/solution text structure.</p> <p>4.RI.6 I can identify if a story is told from a firsthand or secondhand account. I can compare and contrast a firsthand and secondhand account. I can explain the similarities and differences based on the point of view.</p>

Key Vocabulary		
<p>4.RI.4</p> <ul style="list-style-type: none"> ● Determine ● General academic words or phrases ● Domain-specific words or phrases 	<p>4.RI.5</p> <ul style="list-style-type: none"> ● Describe ● Text structure ● Events ● Ideas ● Concepts ● Information ● Description ● Chronology ● Comparison ● Cause/effect ● Problem/solution 	<p>4.RI.6</p> <ul style="list-style-type: none"> ● Compare and contrast ● Firsthand account ● Secondhand account ● Event ● Topic ● Similarities/differences ● Point of view
<p>Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?</p> <p>We can use general academic and/or domain-specific words to communicate with others i.e., presentations, conversations, interviews, etc.</p> <p>We can read for enjoyment or educational purposes throughout daily life.</p> <p>Newspapers, phone books, etc. are arranged by a specific structure so we can find the information we want.</p> <p>Getting information first-hand provides us the most accurate account of an event.</p>		

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

Achievement Level Descriptors

Craft and Structure:

4.RI.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.

4.RI.5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).

4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Minimally determine intended meanings of few domain-specific and academic words with multiple meanings, based on context, word relationships, word structure, or use of resources with primary focus on the academic vocabulary. Minimally describe the text structure (including description, chronology, comparison, cause/effect, problem/solution) of information in a text or part of a text. Minimally compare or contrast a firsthand and secondhand account of the same event or topic. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Partially determine intended meanings of some domain-specific and academic words with multiple meanings, based on context, word relationships, word structure, or use of resources with primary focus on the academic vocabulary. Partially describe the text structure (including description, chronology, comparison, cause/effect, problem/solution) information in a text or part of a text. Partially compare and contrast a firsthand and secondhand account of the same event or topic; and partially describe the similarities/differences in the point of view based on the information provided. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Adequately determine intended meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structure, or use of resources with primary focus on the academic vocabulary. Adequately describe the overall text structure (including description, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Adequately compare and contrast a firsthand and secondhand account of the same event or topic; and describe the similarities/differences in the point of view based on the information provided. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> Thoroughly determine intended meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structure, or use of resources with primary focus on the academic vocabulary. Thoroughly describe the overall text structure (including description, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Thoroughly compare and contrast a firsthand and secondhand account of the same event or topic; and thoroughly describe the similarities/differences in the point of view based on the information provided.