

SD State Standards Disaggregated English Language Arts Template

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

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

4.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.

4.RL.3 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).

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 theme in a story?	Readers use details and inferences about characters, settings, or events to support determining and explaining the theme/s in a story.
How do readers create a summary using details from the text?	Identifying the most important details or main ideas of the text supports creating a summary.
How do specific details from a text explain how a setting or event can affect a character's thoughts, words, or actions?	Inferences help draw conclusions from prior knowledge, evidence, or clues.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RL.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	4.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.	5.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.	4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on

	(e.g., a character's thoughts, words, or actions).	specific details in the text (e.g., how characters interact).
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Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>4.RL.1</p> <ul style="list-style-type: none"> Text explicitly states the details and examples. Details and examples are used to generate inferences. <p>4.RL.2</p> <ul style="list-style-type: none"> Determine the theme in a story, drama, or poem. Explain how the theme is supported by details in the text. Summarize the text. <p>4.RL.3</p> <ul style="list-style-type: none"> Characters Setting Events in a story or drama How to draw on specific details from the text 	<p>4.RL.1</p> <p>Details and examples can be extracted from the text.</p> <p>It is important to refer to the text when making inferences.</p> <p>4.RL.2</p> <p>All stories, dramas, and poems have a theme.</p> <p>Themes are determined by making inferences based on details and examples in the text.</p> <p>Summaries are created by synthesizing details.</p> <p>4.RL.3</p> <p>Characters thoughts, words, and actions affect the story or drama.</p> <p>How the setting remains the same or changes plays an important role in the story or drama.</p> <p>The events build across the story or drama.</p>	<p>4.RL.1</p> <p>Extract details and examples from the text.</p> <p>Explain what the text says.</p> <p>Draw inferences based on details and examples from the text.</p> <p>4.RL.2</p> <p>Determine the theme/s of a story, drama, or poem.</p> <p>Summarize a text by synthesizing details.</p> <p>4.RL.3</p> <p>Describe a character in depth.</p> <p>Describe how the setting plays an important role in the story or drama.</p> <p>Use specific details from the text when describing a character, setting, or event.</p>

Student Friendly Language
<p>4RL.1</p> <p>I can refer to details and examples from the text to explain what the text says. I can infer from a text using details and examples.</p> <p>4RL.2</p> <p>I can determine the theme of a story, poem, or drama. I can support the theme by stating details from the text. I can summarize the text.</p> <p>4RL.3</p> <p>I can draw on specific details from the text to describe a character in depth. I can draw on specific details from the text to describe the setting in depth. I can draw on specific details from the text to describe an event in depth.</p>

Key Vocabulary

4.RL.1 <ul style="list-style-type: none">● Explain● Text● Explicitly● Inferences/infer● Refer● Details	4.RL.2 <ul style="list-style-type: none">● Determine● Theme● Story● Drama● Poem● Explain● Details● Text● Summarize	4.RL.3 <ul style="list-style-type: none">● Describe● In depth● Character● Setting● Event● Drama● Story● Specific details● Text
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Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Knowing and sharing specific details from a text supports us sharing our understanding of a text.

Inferring within social/life contexts.

We can share as part of a collaborative book club.

We can make predictions in our personal or professional lives based on what we have read or heard.

We can read a story or poem, identify lessons learned, and engage in collaborative discussion about the theme.

We can have a deeper discussion about similar themes within dramas, poems, and stories.

Reading for details help us write a summary for a book review.

Inferring helps us form opinions in order to write a review for the school newspaper or town newspaper.

Attention to details helps us enjoy reading a book.

The skill of inferring helps us make effective judgments about people in real life.

The ability to retell assists us in thoroughly recounting an event in written form (reports- accident, work, fire, police, etc.).

Noticing details within texts supports our attention to details around us (in life, texts, or writing).

The ability to infer within social contexts helps us with personal interactions.

Resources

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

Achievement Level Descriptors

Key Ideas & Details:

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

4.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.

4.RL.3 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).

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 identify and summarize central ideas/key events and be able to explain few explicit details, using this supporting evidence to justify/explain inferences. • Minimally determine the theme of story, drama, or poem. • Minimally determine figurative language, literary devices, or connotative meanings of words and phrases used in context. • Minimally describe a character, setting, and event. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Partially identify and summarize central ideas/key events and be able to explain some explicit details, using this supporting evidence to partially support answers and to adequately justify/explain inferences. • Partially determine the theme of story, drama, or poem and how it is supported by details in text. • Partially determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on inferences and details. • Partially describe a character, setting, and event supported by details in the text. 	<p>In grade-level texts, students should be able to</p> <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 determine the theme of story, drama, or poem and explain how it is supported by details in text. • Adequately determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on inferences and details. • Adequately describe, in depth, a character, setting, and event supported by details in the text. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> • Thoroughly identify and summarize central ideas/key events and be able to explain explicit details, using this supporting evidence to thoroughly support answers and to adequately justify/explain inferences. • Thoroughly determine the theme of story, drama, or poem and explain how it is supported by details in text. • Thoroughly determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on inferences and details. • Thoroughly describe, in depth, a character, setting, and event supported by details in the text.