



Delaware English Language Arts Standards Learning Progressions

GRADE 4: Informational Reading Standard 1

<p>College and Career Readiness (CCR): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		
<p>Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Grade 4: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Grade 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Make, test and revise predictions before, during and after reading • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions • Use paraphrasing to appropriately reference text rather than copying verbatim • Explain what the text says by making reference to details and examples (evidence) from the text • Make inferences about author’s decisions and content by making reference to details and examples (evidence) from the text • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 	<ul style="list-style-type: none"> • Close reading • Inference • Predictions • Details and examples • Generalizations • Background knowledge • Explicitly stated information from the text • Text features and structures • Types of Questions • Textual evidence • Annotation (ie. taking notes, marking text) • Paraphrasing 	<p>Using questions and prompts such as:</p> <ul style="list-style-type: none"> • Before you read predict what the text may be about based on the title, cover art, and/or your prior knowledge of the subject. • What is our purpose for reading this? • As you read use additional information learned to revise your prediction. • As you read make notes of what you do not understand or have questions about. Go back into the text to find answers to your questions. For example: What makes _____ work _____? • Cite where in the text you found the explanation of _____. • How can you paraphrase what you read? • Based on the information learned in the text what could the author have meant by _____? Paraphrase and/or make reference to the text. • What evidence or examples does the author use to support these ideas? • Are there any specific words we might quote to help us explain?
<p>4RI10: Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [Lexile Range: 740-1010]</p>		
<p>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 4: Informational Reading Standard 2

<p>College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p>Grade 3: Determine the main idea of a text and explain how it is supported by key details.</p>	<p>Grade 4: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Grade 5: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Determine the main idea of informational text • Understand the difference between main ideas and key details in a text • Describe or graphically represent the relationship between main idea and details. • Identify Informational text features and/or structure(s) that help suggest main idea • Recognize how ideas are organized in an informational text • Summarize the main idea in an informational text, including the most important parts of the piece • Determine the main idea of a text and explain how it is supported by key details; summarize the text 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Informational text features • Main topic • Difference between the main topic and key details • Focus of specific paragraphs • Paraphrasing • Summarizing 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What are the important ideas of this text? How do you know? • What is the main idea in this text? • How is the main idea supported by key details in the text? • How do I summarize a text using key details to explain/support the main idea?
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<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 4 - Informational Reading Standard 3

<p>College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p>Grade 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Grade 4: 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>Grade 5: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the events, key ideas/concepts, steps in informational texts • Distinguish between key ideas and explanatory details • Identify and describe how informational and technical texts are structured • Identify words/phrases that signal explanations • Explain how ideas, events, steps are connected • Use specific information to explain what and why key events, ideas, procedures, events happened • 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. 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Explain (e.g., what and why) • Key ideas/concepts, events, steps • Specific details • Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures) • Text structure in informational texts (e.g., time, sequence, cause/effect, steps). • Connections and relationships (e.g., one section of text “explains” another, or stands in “contrast” to another, or “comes before” another) • Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) for informational texts. 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Explain what is happening in this text. • Why do you think this is happening? • How are _____ and _____ related? • What is the order of the steps? What is the first step in this procedure? Explain what step would come next? • What is the main idea of this text? • Think about these historical events and tell how they are connected.
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<p>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 4: Informational Reading Standard 4

<p>College and Career Ready (CCR): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>Grade 3: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>Grade 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.</p>	<p>Grade 5: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Determine the meaning of unknown words by identifying known parts (root words, Latin and Greek suffixes and prefixes) • Read and reread sentences, paragraphs, and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language • Describe how figurative language and other language choices enhance meaning • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area 	<ul style="list-style-type: none"> • Informational text • Word choice • Context clues (synonyms, antonyms) • Literal/ Denotative meaning • Connotative meaning • Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/exaggeration, idioms) 	<ul style="list-style-type: none"> • Use questions and prompts such as: • What can you do when you get to a word and you don't know what it means? • What strategies can you use to help find out what a word means? • What does the word _____ mean in this sentence? • How can reading the sentences around the word help you determine its meaning? • What does the phrase _____ mean? • Are there any parts of the word that you know? Can you use that to help you figure out the meaning of the word? • Where can you look in the text to help you figure out what that word means? • Use a dictionary, glossary, and/or digital reference tool to confirm the meaning of unknown words.
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<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		

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GRADE 4: Informational Reading Standard 5

<p>College and Career Ready (CCR) Anchor: Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>		
<p>Grade 3: Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Grade 4: 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>Grade 5: Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Know that organizational structures are used to convey information. • Know that information is written in time order. • Know that information is written comparing objects/people/events. • Know that information is written telling causes and effects. • Know that information is written telling about problems and the solutions. • 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. 	<ul style="list-style-type: none"> • Characteristics of informational text (e.g., how-to, biographies, technical, informational/ expository) • Signal words (grade appropriate) • Text features(e.g., captions, bold print, subheadings, glossaries, indices) Search tools (e.g., electronic menus, icons, key words, sidebars, hyperlinks) • Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How is this text, or part of the text, organized? • Is the author comparing ideas? How do you know? (signal words) • What is the logical next step in this process? How do you know? • What is the next logical event or the timeline in this series? • What is the problem in this section of the text? What is the solution? How do you know? • What are some of the causes of _____? • What happened when _____? • What is the result of _____?
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<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		

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GRADE 4: Informational Reading Standard 6

College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.		
Grade 3: Distinguish their own point of view from that of the author of a text.	Grade 4: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Grade 5: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify a firsthand account • Identify a secondhand account • Explain how a firsthand and secondhand account are different • Compare and contrast a firsthand and secondhand account of an event or topic • Describe differences in focus and information provided by firsthand and secondhand accounts of an event or topic • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Compare • Contrast • Firsthand account (primary) of an event or topic • Secondhand (secondary) account of an event or topic • Author’s point of view/focus/attitude 	<ul style="list-style-type: none"> • What type of account is this? How do you know? • Who provided the information? Were they there at the time that this happened? • Compare the accounts these two people are giving. What are the differences in how they tell the events? • Why do you think the information is different? • Do you think that the people are looking at the event in the same way? Why might their focus be different? • Why do you think the authors describe the events or experiences differently?
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GRADE 4: Informational Reading Standard 7

<p>College and Career Ready (CCR) Anchor Informational Reading Standard (7): Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		
<p>Grade 3: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p>	<p>Grade 4: 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>Grade 5: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify the information presented in specific images (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) • Integrate information from graphics/images/ illustrations with words from the text to make meaning • Interpret how information presented visually, orally or quantitatively connects to text (e.g., clarifies, illustrates, exemplifies, opposes, provides background) • 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. 	<ul style="list-style-type: none"> • Characteristics of interpretation • Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) • Kinds of contributions (e.g., clarifies, illustrates, exemplifies, opposes, provides background) • Media formats (e.g., visual, oral, quantitative) 	<p>Guiding Questions and Prompts:</p> <ul style="list-style-type: none"> • What information can be obtained from the chart? Why is this information useful? • When did this event happen on the time line? • How does the diagram help us understand what the topic is? • What does the animation mean? Can you explain what the animation is showing? • What information can be obtained from a map legend? Why is this information useful?
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GRADE 4: Informational Reading Standard 8

<p>College and Career Ready (CCR): Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		
<p>Grade 3: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Grade 4: Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Grade 5: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the author’s key ideas /points • Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence/details that support the author’s key ideas/points • Know the difference between evidence and reasons • Differentiate between relevant and irrelevant reasons/examples /evidence/details • Identify the relevant reasons/ examples/evidence an author gives to support points in a text • Explain what evidence is used and how it supports what the author is saying • Explain how an author uses reasons and evidence to support particular points in a text 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Main/key ideas • Supporting details • Relevant vs. irrelevant details • Relationship between reasons/examples/evidence 	<p>Guiding Questions and Prompts:</p> <ul style="list-style-type: none"> • Identify at least two points the author is trying to make in this text. • What reasons did the author give to support the point(s)? • Is there any proof in this text to support what the author says? • How does the evidence support the reasons?
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GRADE 4: Informational Reading Standard 9

<p>College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
<p>Grade 3: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Grade 4: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Grade 5: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the most important points from two texts for a given purpose • Identify the key/supporting details from two texts for a given purpose • Integrate information by graphically representing the most important points presented by two texts on the same topic • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Compare/contrast • Important points/main ideas • Most important vs. least important points • Key/supporting details • Purpose for gathering information • Methods to manage and organize selected information (e.g., graphic organizers, electronic notes) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the purpose for locating information about this topic? • Which two texts are the best for locating information about this topic? • What are the important points from two texts that will support this purpose? • What are the key details from the two texts that will support the important points? • How will you organize your information? • Do you have enough information to speak/write about the topic knowledgeably?
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