

Reading Informational Text (Level 4)	
Key Ideas and Details	
<i>Student Goal:</i>	<i>What it looks like:</i>
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Students at Level 4 are required to refer to the text to support their answers. Students must identify the main idea and find the most important details that strengthen the main idea. At this level, students tell how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Think about what you read and create your own questions (being sure to refer to the text) about an important idea.</li> <li>• What is the main idea of this text? How do you know?</li> <li>• What are the important ideas in this text? How do you know?</li> <li>• How are the important ideas connected to the main idea?</li> <li>• Which step comes first? After that?</li> <li>• What happened first? What happened after that?</li> <li>• Can you tell me how these ideas are the same? Can you tell me how they are different?</li> </ul>
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	
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.	
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to an appropriate <i>topic or subject area</i> .	<p>Students at Level 4 continue to find the meanings of general vocabulary words specific to learning level topics or subjects. Students will continue to use the unique features and organization of informational text (text features and search tools) to find and manage information specific to the topic. Students at Level 4 must be able to compare their point of view with the author’s point of view.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What do you do when you come to words you do not know? (glossary, use context)</li> <li>• What features in the text help you find important information about what you are reading?</li> <li>• How do the key words help you as you read this text?</li> <li>• How do sidebars help you?</li> <li>• What does the author want the reader to understand about this topic?</li> <li>• Think about what the author is telling you in this text. Do you agree or disagree with the author’s thinking?</li> </ul>
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
6. Distinguish their own point of view from that of the author of a text.	
Integration of Knowledge and Ideas	
7. 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>Students at Level 4 must use various media (maps, diagrams, photos, audios) to understand specific information in the text. Students at Level 4 are required to make a clear link between sentences and paragraphs when reading informational text. At this level, students are asked to find similarities and differences about important details when reading about two texts that share the same topic</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• How does the diagram/image help you understand what you are reading?</li> <li>• Read these two paragraphs. Can you tell how the ideas in the two paragraphs are connected?</li> </ul>
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	

<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>(time order, comparison of events/ideas, cause/effect)</p> <ul style="list-style-type: none"> <li>• Can you find the part of the text that comes after this part? Can you find the next step/event/idea? What particular words or sentences help you know what comes next?</li> <li>• What is the same about the points presented in these two texts? What is different?</li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the Level 4 text complexity band independently and proficiently.</p>	<p>Students are required to read informational text in the Level 4 text complexity band proficiently with scaffolding as needed.</p> <p>“The Reading goals place equal emphasis on the sophistication of what students read and the skill with which they read. Goal 10 defines a level-by-level “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>