

Reading Informational (RI) Anchor Standard 1: 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.

Reading Informational Standard 1 emphasizes reading closely, making inferences, and citing textual evidence. The Reading Informational Standard 1 emphasizes reading closely, making inferences, and citing textual evidence. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 1 at a Glance:

- **Grades 3-5:** Students conduct close readings, analyze ambiguity, and provide thorough, evidence-based analysis of text.
- **Grades 6-8:** Cite textual evidence to support analysis of explicit content and inferences.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, cite, evaluate, infer, quote

Reading Informational Standard 1 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1 Cite multiple pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Determine main ideas of portions of the text.• Periodically restate, retell, paraphrase, and/or summarize.• Connect ideas within the text.• Make, confirm, and/or modify questions, inferences, and predictions.• Determine and explain the main idea (explicit or inferred) of the text.• Summarize the text.• Identify what is directly stated in the text.• Draw inferences and conclusions from the text.• Confirm, refute, and/or make predictions about the text.• Connect prior knowledge or experience to the text.	<ul style="list-style-type: none">• Identify evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc.• Determine main ideas of portions of the text.• Periodically restate, retell, paraphrase, summarize, and/or synthesize information.• Connect ideas within the text.• Make, confirm, and/or modify questions, inferences, and predictions.• Determine and explain main ideas (explicit or inferred) of the text.• Summarize the text.• Explain what is directly stated in the text by citing specific details and examples from the text.	<ul style="list-style-type: none">• Determine main ideas of portions of the text.• Periodically restate, retell, paraphrase, summarize, and/or synthesize information.• Connect ideas within the text.• Make, confirm, and/or modify questions, inferences, and predictions.• Determine and explain main ideas (explicit or inferred) of the text.• Summarize the text.• Explain what is directly stated in the text by citing specific details and examples from the text.• Explain inferences, conclusions, and generalizations by citing.

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none"> • Apply a questioning schema to generate and respond either orally or in writing to text-specific questions. • Select relevant textual evidence when responding either orally or in writing to text-specific questions. 	<ul style="list-style-type: none"> • Explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text. • Synthesize information and ideas. • Confirm, refute, and/or make predictions about the text. • Apply a questioning schema to generate and respond either orally or in writing to text-specific questions. • Select only relevant textual evidence when responding either orally or in writing to text-specific questions. 	<p>appropriate details and examples from the text.</p> <ul style="list-style-type: none"> • Synthesize information and ideas. • Confirm, refute, and/or make predictions about the text. • Apply a questioning schema to generate and respond either orally or in writing to text-specific questions. • Justify the selection of textual evidence when responding either orally or in writing to text-specific questions. • Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions.

Reading Informational (RI) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Reading Informational Standard 2 emphasizes reading closely, focusing on asking and answering questions to show understanding of informational text. Asking and answering questions requires students to make inferences and cite textual evidence. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 2 at a Glance:

- **Grades 3-5:** Students determine the main idea of a text, explain how supporting details develop that idea, and summarize without personal opinion.
- **Grades 6-8:** Students determine and analyze central ideas and how they are introduced, developed, and refined throughout a text.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, making inferences, citing textual evidence, main idea, text structure, retell, text support, main topic, theme

Reading Informational Standard 2 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Differentiate between a topic and an idea (e.g., exercise versus the value of exercise).• Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.• Connect explicitly stated or inferred ideas from across the text to determine a main idea.• Differentiate key details in an informational text from minor details.• Paraphrase key details or information.• Summarize an informational text, either orally or in writing, including	<ul style="list-style-type: none">• Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.• Connect explicitly stated or inferred ideas from across the text to determine a main idea.• Paraphrase key details or information.• Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.• Connect key details or information, including those found in text features, and explain how they	<ul style="list-style-type: none">• Connect explicitly stated or inferred ideas from across the text to determine two or more main ideas.• Paraphrase key details or information.• Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.• Connect key details or information, including those found in text features, and explain how they develop one or more main ideas.

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<p>the main ideas and significant supporting information from across the text.</p> <ul style="list-style-type: none"> • Explain how key details, including those found in text features, support the main idea. 	<p>develop the main idea.</p>	

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Reading Informational (RI) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

Reading Informational Standard 3 emphasizes understanding main topics and ideas supported by key text details to understand relationships among historical events, ideas, and concepts. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 3 at a Glance:

- **Grades 3–5:** Students explain how individuals, events, or concepts relate, using text-based evidence to describe cause/effect, sequence, or comparison.
- **Grades 6–8:** Students analyze how people, ideas, and events are developed and interconnected throughout a text using examples and reasoning.

Key Words/Terms: Close reading, ask and answer questions, key details, text-based evidence, explicit reference, making inferences, and citing textual evidence, main idea, text structure, retell, text support, explain, analyze, synthesize, summarize, relationships, interactions, interconnectedness, cause and effect, compare, concepts, text structure, signal words, historical text, scientific text, technical text

Reading Informational Text Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RI.3.3 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.	RI.4.3 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.	RI.5.3 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Connect and explain types of relationships.• Apply content knowledge to determine relationships in an informational text.• Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.	<ul style="list-style-type: none">• Connect and explain types of relationships.• Apply content knowledge to determine relationships in an informational text.• Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.	<ul style="list-style-type: none">• Connect and explain types of relationships. (See CCSS RL.3.2.)• Apply content knowledge to determine relationships in an informational text.• Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.

Reading Informational (RI) Anchor Standard 4: 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.

Reading Informational Standard 4 emphasizes vocabulary development and word meaning strategies. Students learn to understand words and phrases in context- whether technical, figurative, or everyday language. Students learn how word choices shape meaning or tone in a text and begin to notice how language adds meaning or emotion to writing. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 4 at a Glance:

- **Grades 3-5:** Students determine word meanings using context, affixes, and word parts, and begin to analyze how vocabulary choices shape meaning.
- **Grades 6-8:** Students analyze how word choices including figurative language, connotation, and technical terms impact the tone and meaning of the text.

Key Words/Terms: Context, academic vocabulary, morphology, root word, affixes, figurative language, determine meaning, clarify, context clues, vocabulary in context

Reading Informational Text Standard 4 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Use sentence-level context as a clue to the meaning of a word or phrase.• Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).• Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.• Distinguish the literal and nonliteral meanings of words and phrases in	<ul style="list-style-type: none">• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).• Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.• Recognize and explain the meaning of common idioms, adages, and proverbs.• Differentiate between denotation and connotation.• Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<ul style="list-style-type: none">• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).• Interpret figurative language, including similes and metaphors, in context.• Recognize and explain the meaning of common idioms, adages, and proverbs.• Explain the difference between the denotation and the connotation of a specific word. Use the relationship

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<p>context (e.g., take steps).</p> <ul style="list-style-type: none"> • Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 		<p>between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

Reading Informational (RI) Anchor Standard 5: Analyze the structure of texts, 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.

Reading Informational Standard 5 emphasizes how texts are organized and how parts of a text—like sentences, paragraphs, or sections—work together to support understanding. They also learn to use text features (like bold words, headings, or links) to find and understand information efficiently. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 5 at a Glance:

- **Grades 3–5:** Students explain how an author uses organizational structures (like chronology, comparison, or cause-effect) to present ideas clearly.
- **Grades 6–8:** Students analyze how paragraphs, sections, or chapters contribute to the development of ideas or arguments.

Key Words/Terms: Text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), Informational aids (sidebars, glossaries), and digital features (hyperlinks, menus), structure types

Reading Informational Text Standard 5 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.4.5 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.	RI.5.5 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding.• Explain how text features clarify the information in the text.	<ul style="list-style-type: none">• Apply an understanding of text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding.• Determine and explain how each paragraph in a text is organized (e.g., sequentially/chronologically, by main ideas and supporting details, by cause and effect, by problem and solution).• Determine the predominant organizational structure in a text or a portion of a text.	<ul style="list-style-type: none">• Compare and contrast the predominant organizational structures in two or more texts.

Reading Informational (RI) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Reading Informational Standard 6 blends author's purpose, point of view, visual literacy, and comprehension skills. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 6 at a Glance:

- **Grades 3–5:** Students explain how an author uses organizational structures (like chronology, comparison, or cause-effect) to present ideas clearly.
- **Grades 6–8:** Students analyze how paragraphs, sections, or chapters contribute to the development of ideas or arguments. Students analyze how paragraphs, sections, or chapters contribute to the development of ideas or arguments.

Key Words/Terms: Text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), informational aids (sidebars, glossaries), and digital features (hyperlinks, menus), distinguish, main purpose, point of view, author's purpose/position, intent, perspective, persuasive strategies, illustrations, tone, bias

Reading Informational Text Standard 6 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RI.3.6 Distinguish their own point of view from that of the author of a text.	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Identify the author's implied or directly stated point of view about the topic of the text (e.g., by looking at specific language, punctuation choices, etc.).• Express a personal point of view about the topic of a text.• Compare and contrast their opinion with that of the author.	<ul style="list-style-type: none">• Differentiate between a firsthand and a secondhand account and a primary and a secondary source of information.• Gather relevant textual evidence for comparing and contrasting a firsthand and secondhand account of the same event or topic.• Draw conclusions about why the information or details about an event or topic differ from one text to another.	<ul style="list-style-type: none">• Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view.• Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic.• Draw conclusions about the effect of different types of accounts on the same event or topic.

Reading Informational (RI) Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Reading Informational Standard 7 emphasizes integrating information across formats - especially visual, quantitative, and verbal. The Standard emphasizes comprehension, vocabulary development and text feature analysis. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 7 at a Glance:

- **Grades 3–5:** Students interpret information from visuals and multimedia sources and explain how they contribute to clarity and comprehension.
- **Grades 6–8:** Students integrate and analyze information from multiple media formats to understand complex topics or clarify textual understanding.

Key Words/Terms: Text features, academic and domain-specific vocabulary, print features (bold words, headings), graphic aids (charts, diagrams), organizational aids (table of contents, indexes), informational aids (sidebars, glossaries), and digital features (hyperlinks, menus), integrate, multimedia sources, quantitative data, audio/visual analysis

Reading Informational Text Standard 7 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RI.3.7 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).	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI.5.7 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.	<ul style="list-style-type: none">• Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.	<ul style="list-style-type: none">• Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.

Reading Informational Anchor Standard 8: 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.

Reading Informational Standard 8 emphasizes logical reasoning, text structure analysis, and comprehension. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 8 at a Glance:

- **Grades 3–5:** Students explain how an author uses reasons and evidence to support particular points or claims in a text.
- **Grades 6–8:** Students trace and evaluate arguments and claims, distinguishing those that are well-supported from those based on insufficient or irrelevant evidence.

Key Words/Terms: Trace, claims, points, evidence, evaluate, argument, validity, relevance, integrate

Reading Informational Text Standard 8 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Explain basic relationships, including comparison, cause/effect, and sequence.• Explain the relationships between the ideas and information in sentences and/or paragraphs.• Identify and explain how connections between and among sentences and/or paragraphs determine the organization of a text.	<ul style="list-style-type: none">• Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text.• Connect specific pieces of evidence to the corresponding point supported by the evidence.	<ul style="list-style-type: none">• Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text.• Connect specific pieces of evidence to the corresponding point supported by the evidence.

Reading Informational (RI) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Informational Standard 9 emphasizes analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. The Standard emphasizes comparative analysis, synthesis, and media comprehension. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Reading Informational Standard 9 at a Glance:

- **Grades 3–5:** Students integrate information from several texts to speak or write knowledgeably about a subject.
- **Grades 6–8:** Students analyze how two or more authors present the same topic or event, noting similarities and differences in emphasis and interpretation.

Key Words/Terms: Analyze, evaluate, compare, theme, topic, comparing approaches, synthesis, author comparison, interpretation, differences

Reading Informational Text Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Differentiate the main points from less important points in two texts on the same topic.• Differentiate the key details from less important details in two texts on the same topic.• Explain the similarities and differences between the main points and key details in two texts on the same topic.	<ul style="list-style-type: none">• Synthesize the main points and key details in two texts on the same topic.• Draw evidence from informational text to support analysis, reflection, and research.	<ul style="list-style-type: none">• Synthesize the main points and key details in several texts on the same topic.• Draw evidence from informational text to support analysis, reflection, and research.

Reading Informational (RI) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Reading Informational Standard 10 sets guidelines for general grade-level reading expectations found in Appendix A of the College and Career Readiness Standards. It addresses the types of books students should be exposed to, as well as how text complexity increases as students move through the grade level bands. This Standard is paired with:

- Reading Informational Standards
- Speaking and Listening Standards

Reading Informational Standard 10 at a Glance:

- **Grades 3–5:** Students read and understand increasingly complex informational texts independently and proficiently across a range of subjects.
- **Grades 6–8:** Students read and comprehend literary nonfiction in the grade band's complexity level, preparing for more advanced reading tasks.

Key Words/Terms: Text complexity bands, collaborative conversations, complex text, literary, informational, independently, proficiently, variety of genres, within/beyond text comprehension, activate background knowledge, visualize, infer, ask questions, determine important ideas, synthesize

Reading Informational Text Standard 10 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.• Demonstrate understanding of assigned informational texts of steadily increasing complexity.	<ul style="list-style-type: none">• With scaffolding as needed, demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.• Demonstrate understanding of assigned informational texts of steadily increasing complexity.	<ul style="list-style-type: none">• Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.• Demonstrate understanding of assigned informational texts of steadily increasing complexity.

How is it assessed? **Coming Soon!**

State Assessment:

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