

Grade 4 Reading Informational Text: Learning Progression Evidence and ALDs

This document serves as a guide in understanding the main Oregon English Language Arts (ELA) learning targets. Educators can use this document as a tool for bundling multiple reading literary (RL) standards into learning targets in alignment to Oregon’s summative test. Throughout the document each learning target will include specific standards, evidence statements, and Achievement Level Descriptor (ALD) Progressions.

READING STANDARDS: Students can read closely and analytically to comprehend a range of increasingly complex literary texts. The reading standards define what students should understand and be able to do by the end of each grade.

- While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Complexity
<ul style="list-style-type: none"> • Read to determine what the text says and make logical inferences • Determine central ideas or themes; summarize the key supporting details and ideas • Analyze developments over the course of a text 	<ul style="list-style-type: none"> • Interpret words and phrases and how specific word choices shape meaning or tone • Analyze how the structures of text relate to each other and the whole • Assess how point of view or purpose shapes the content and style of a text 	<ul style="list-style-type: none"> • Integrate and evaluate content presented in diverse media and formats • Delineate and evaluate the argument and specific claims in a text: validity, relevance and sufficiency • Analyze how two or more texts address similar themes or topics 	<ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts independently and proficiently • Read increasingly complex texts to gain adequate exposure to a range of texts and tasks

LEARNING TARGETS: Targets describe a granular level of the expectations of knowledge, skills, and/or abilities. A target can be aligned to one or more standards. In fact, some are aligned to part of a standard.

EVIDENCE STATEMENTS: Evidence refers to statements within the content specifications about what the student should be able to do for a given content area.

ACHIEVEMENT LEVEL DESCRIPTORS AND PROGRESSIONS: Grade and content-specific explanations of the knowledge, skills, and processes that students should be able to display across levels of achievement.

TEXT COMPLEXITY: Text complexity is a combination of quantitative, reader and task, and qualitative considerations. Beyond the use of lexile levels, educators should consider the following qualitative components: (1) Structure, (2) Language Conventionality and Clarity, Knowledge Demands, and Levels of Meaning and Purpose. [ODE Text Complexity, Vocabulary, & Writing \(Appendix A: Figure 2\)](#)

Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Oregon Reading Content Category: Informational Text

Key Details	Central Ideas	Word Meanings	Reasoning & Evidence	Analysis Within/Across Texts	Text Structures and Features	Language Use
Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Identify or determine a main idea and the key details that support it.	Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures, point of view, use of information from illustrations, compare and contrast points or key details) and use supporting evidence as justification/ explanation.	Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.	Relate knowledge of text features (e.g., maps, photographs) demonstrate understanding of the text.	Determine understanding of word relationships and nuances, literal and non-literal words and phrases used in context or identify connections between words and their uses.

Oregon English Language Arts and Literacy Standards

4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	4.RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.	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.L.4a - Use context as a clue to the meaning of a word or phrase. 4.L.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 4.L.4c - Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4.L.5c - Demonstrate understanding of words by relating them to their antonyms and to their synonyms.	4.RI.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. 4.RI.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. 4.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text. 4.RI.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4.RI.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. 4.RI.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	4.RI.5 - Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. 4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	4.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4.L.5a - Explain the meaning of simple similes and metaphors in context. 4.L.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.
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4.RI.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 3 – 4 text complexity band independently and proficiently.

KEY DETAILS

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

STANDARDS	<p>4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p>
EVIDENCE STATEMENTS	<p>1. <i>The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</i></p>

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to identify details and information from the low-complexity text to minimally support answers or basic inferences about information presented and provided.	Students should be able to identify details and information from moderately complex text to partially support answers or basic inferences about information presented and provided.	Students should be able to identify explicit details and implicit information from moderate-to-high complexity text to adequately support answers or basic inferences presented and provided.	Students should be able to identify and explain explicit details and implicit information from the text to support answers and basic inferences presented and provided.

[OSAS Sample Items: Key Details](#)

CENTRAL IDEAS

Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.

STANDARDS	<p>4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
EVIDENCE STATEMENTS	<p>1. <i>The student will determine a main idea in a text using supporting evidence.</i></p> <p>2. <i>The student will summarize key details in a text using supporting evidence.</i></p>

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to minimally identify central ideas, key events, or procedures in texts of low complexity.	Students should be able to partially identify or summarize central ideas, key events, or procedures in texts of moderate complexity.	Students should be able to adequately identify or summarize central ideas, key events, or procedures in texts of moderate-to-high complexity.	Students should be able to thoroughly identify and summarize central ideas, key events, or procedures in texts of unusually high complexity.

[OSAS Sample Items: Central Ideas](#)

WORD MEANING

Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

STANDARDS	<p>4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>4.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>4.L.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>4.L.4c – Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>4.L.5c - Demonstrate understanding of words by relating them to their antonyms and to their synonyms.</p>
EVIDENCE STATEMENTS	<ol style="list-style-type: none"> <i>The student will determine the meaning of a word or phrase based on its context in an informational text.</i> <i>The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.</i> <i>The student will use reference materials to determine the correct meaning of an unknown word or phrase in an informational text.</i> <i>The student will use synonyms or antonyms, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text.</i>

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to minimally determine intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or heavy reliance on use of resources in texts of low complexity.	Students should be able to partially determine intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to moderately complex texts.	Students should be able to adequately determine intended meanings of words, including academic words, domain specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate-to-high complexity.	Students should be able to thoroughly determine the intended meanings of words, including academic words, domain specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common in texts of unusually high complexity.

[OSAS Sample Items: Word Meaning](#)

REASONING AND EVIDENCE			
Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.			
STANDARDS	4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.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. 4.RI.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. 4.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text. 4.RI.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
EVIDENCE STATEMENTS	1. <i>The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.</i>		
ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to minimally use supporting evidence to justify or interpret how information is presented in texts of low complexity .	Students should be able to partially use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity .	Students should be able to adequately use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate-to-high complexity .	Students should be able to thoroughly use detailed supporting evidence to justify or interpret how information is presented or integrated in texts of unusually high complexity .
OSAS Sample Items: Reasoning and Evidence			

ANALYSIS WITHIN AND ACROSS TEXTS	
Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts.	
STANDARDS	<p>4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.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.</p> <p>4.RI.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>

EVIDENCE STATEMENTS	1. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) within a text.			
	2. The student will compare or contrast the author’s point of view within a text.			
	3. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) across two texts.			
	4. The student will compare or contrast the author’s point of view across two texts.			
ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)				
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding	
Students should be able to minimally interpret, explain, or connect information presented within or across texts of low complexity.	Students should be able to partially interpret, explain, or connect information presented within or across texts of moderate complexity.	Students should be able to adequately interpret, explain, or connect information presented within or across texts of moderate-to-high complexity.	Students should be able to thoroughly interpret, explain, or connect information presented within or across texts of unusually high complexity.	
OSAS Sample Items: Analysis Within and Across Texts				

TEXT STRUCTURE AND FEATURES			
Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.			
STANDARDS	4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.5 - Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. 4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.		
EVIDENCE STATEMENTS	1. <i>The student will determine how the overall structure of a text impacts its meaning.</i> 2. <i>The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.</i>		
ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to minimally relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of low complexity.	Students should be able to partially relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity.	Students should be able to adequately relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate-to-high complexity.	Students should be able to thoroughly relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of unusually high complexity.
OSAS Sample Items: Text Structures and Features			

LANGUAGE USE

Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).

STANDARDS	<p>4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>4.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>4.L.5a - Explain the meaning of simple similes and metaphors in context.</p> <p>4.L.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
EVIDENCE STATEMENTS	<ol style="list-style-type: none"> <i>The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning.</i> <i>The student will demonstrate the intent and use of a literary device and analyze its impact on meaning.</i> <i>The student will analyze the impact of word choice on reader interpretation of meaning.</i>

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to minimally determine figurative language/literary devices or connotative meanings of words and phrases used in context in texts of low complexity.	Students should be able to partially determine or interpret, with support, figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.	Students should be able to adequately determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in texts of moderate-to-high complexity.	Students should be able to thoroughly determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in texts of unusually high complexity.

[OSAS Sample Items: Language Use](#)