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| **Grade: 4                                                      Unit: 1                                              Timeline: 3 Weeks** |
| **ESSENTIAL STANDARDS ADDRESSED IN THIS UNIT** |
| RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| **LEARNING PROGRESSION** |
| **Grade Below**  RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the bases for the answers.**Grade Above** RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| **STUDENT-FRIENDLY LEARNING TARGETS** |
| LT1: I can explain what the text says explicitly.LT2: I can make inferences about the text. LT3: I can refer to details and examples from the text. | **ASSESSMENTS AND EVIDENCE****Please read: Same Directions****Pre-Assessments*** Read the passage aloud to students. Read the questions aloud to students.

**Formative Assessments (Team Generated)*** Read the passage aloud to students. Read the questions aloud to students.

**Post-Assessments*** Read the passage aloud to students. Read the questions aloud to students.
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| **KEY ACADEMIC VOCABULARY** |
| details: an individual part of a textexamples: a phrase or sentence that explainstext: piece of writinginference: a conclusion or opinion that is formed because of known facts or evidencecharacter: has a part in a storysetting: where and when the story takes placeevent: a thing that happens“Right there” questions: explicitly stated in the text“Think and search” questions: require you to infer using background knowledge and text evidence. BK+TE=I (background knowledge + text evidence = inference) |
| **DOK Questions** |
| DOK 1 (Recall)Who, What, When, Where, Why?Identify where you found the answer in the text.Label your text evidence. Recite your answer with text evidence. (In the text it says…)Tell details from the text. Define \_\_\_\_\_\_\_\_. Use text evidence to support your definition.DOK 2 (Skill/Concept)Make an inference about the text. What can you predict about \_\_\_\_\_\_\_?What context clues help you define the word?How does this story compare to another story?How can you compare these two characters?How would you organize the story elements of the text?How would you summarize the story?Construct a sentence with your answer and text evidence. DOK 3 (Strategic Thinking)Construct a sentence with your answer and correctly cited text evidence. Construct a graphic organizer for story elements. What conclusions can you draw about \_\_\_\_\_\_ from the story?Revise your writing. Do you still agree with your answer and evidence? Why or why not?Cite Evidence from the story to support your answer. Compare (settings, characters, traits, problems, plots, themes, etc)DOK 4 (Extended Thinking)Prove your answer using text evidence.  Critique your answer. What could you do better? What did you do well?Create a graphic organizer where you analyze characters, settings, or events.  |
| **On-Going Standards** |
| RL.4.2 Examine a grade-appropriate literary text.* Provide a *summary*.
* Determine a *theme* of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.
 | RL.4.3 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, actions). |  |
| **Intervention Plan Tier 2** |
| **Intensive (In Need of Support)*** One-on-One or no more than 3 students, focusing on their specific misconceptions. Follow this progression: “right there” questions, “think and search” questions using BK+TE=I (background knowledge + text evidence = inference)
* Use texts on their reading levels. Use task cards and printables provided for each week.
* They can also respond verbally at first.
* Read aloud the text so that the focus is on the skill of finding the answer with text evidence.
 | **Strategic - (Close)*** Start with small sections, then build on to larger texts with multiple paragraphs with a small group using task cards or printables provided for each week.
* Follow this progression: “right there” questions, “think and search” questions using BK+TE=I (background knowledge + text evidence = inference)
* Read aloud the text so that the focus is on the skill of finding the answer with text evidence.
 | **Good to Go - (Ready or Exceeding)*** Students will create their own narrative. They should write the story and add illustrations. Then, they will create a quiz to go with their story for their classmates to take. They should include “right there questions” and “think and search questions.” An answer key must be provided.

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| **Instructional Plans** | **Common Misconceptions** |
| **Week 1: “Right There” Questions*** Daily read aloud (I do, we do, you do)
* Who, what, when, where, why questions about characters, setting, or events
* Fill out the story elements graphic organizer
* Independent practice with Find the Evidence passage
 | Irrelevant text evidence: highlight sentences that don’t support the answer to the question“How does this evidence PROVE your answer?” |
| **Week 2 “Think & Search” Questions*** Daily read aloud (I do, we do, you do)
* “Think and search” questions: who, what, when, where, why questions about characters, setting, or events
* Fill out the story elements graphic organizer
 | Irrelevant text evidence: highlight sentences that don’t support the answer to the question“How does this evidence PROVE your answer?” |
| **Week 3: “Right There” Questions and “Think & Search” Questions*** Daily read aloud (I do, we do, you do)
* “Think & search” questions & “right there” questions: who, what, when, where, why questions about characters, setting, or events
* Fill out the story elements graphic organizer
 | Irrelevant text evidence: highlight sentences that don’t support the answer to the question“How does this evidence PROVE your answer?” |

**ADDITIONAL RESOURCES:**