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| **Grade: 4th Unit: Main Idea Timeline: 2 Weeks** | | |
| **ESSENTIAL STANDARDS ADDRESSED IN THIS UNIT** | | |
| RI.4.2 Determine the main idea of a text and explain how it is supported by key details. (DOK 3) |  |  |
| **LEARNING PROGRESSION** | | |
| **Grade Below**  RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  **Grade Above**  RI. 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | | |
| **STUDENT-FRIENDLY LEARNING TARGETS** | | |
| * I can determine the main idea. * I can explain how the key details support the main idea. * I can identify the main topic of a multiparagraph text. * I can identify the main topic and retell key details. | | **ASSESSMENTS AND EVIDENCE**  **Please read:**   * Pre-assessment could be given at the beginning of the unit or year. Use the results to determine what guidance the students will need to meet essential standards * This pre-test/post-test can be used with any text of your choice. * Optional directions provided for the team to read before the test.   **Pre-Assessments**   * [Main Idea](https://docs.google.com/document/d/1wamBORf-jKYWeNh4ug7HDT-3xEnDY9A8_5SJE6RLJXk/edit)   **Formative Assessments (Team Generated)**   * [Saving Hawaiian Monk Seals](https://www.readworks.org/article/Saving-Hawaiian-Monk-Seals/d84b1df4-fa87-4c75-a6f6-f29b384f3187)- Answer questions after reading the passage   **Post-Assessments**   * [Main Idea](https://drive.google.com/a/prescottschool.net/open?id=1d65kJ8l-XByTUIC1ZM73-UqTsrx6Yv9mTuve4OS-l5Q) |
| **KEY ACADEMIC VOCABULARY** | | |
| * Analyze * Key details * Main idea * Supporting details * Topic sentence | | |
| **DOK Questions** | | |
| * Can you identify the main idea? (1) * Can you recall some repeated words from the text? (1) * What do you notice about the text that you read? (1) * Sort words into lists with a common topic. (1) * Identify important details. (1) * What facts would you select to support the main idea? (2) * Classify statements as important details or unimportant details. (2) * Distinguish details as supporting the main idea or not supporting the main idea. (2) * How would you summarize the text? (3) * What is your interpretation with this text? (3) * Revise the main idea. (3) * Critique the main idea. (4) | | |
| **On-Going Standards** | | |
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| **Intervention Plan** | | |
| **Intensive**   * Think of your favorite animal and give three details to describe it. Your description must describe what animal you chose. * Teach students to pay close attention to detail. Show students a picture of a group of objects and ask them how all these objects are related. * 1) Identify the Topic   2) Summarize the Passage  3) Look at the First and Last Sentences of the Passage  4) Look for Repetition of Ideas   * Use “What’s the Big Idea?” sorting activity (Tiffany has it if you need a copy) | **Strategic -**   * Have students go through and highlight words that they are unfamiliar with or don’t understand. * Give each student a sticky note and allow them to write a question they have about the text. * Have the students read the passage before looking at the title to see if they can come up with an appropriate title. They will need to be able to give supporting evidence for the reason they chose that title. . | **Good to Go**   * 10 Minute “Day 10” * [Extension Folder](https://drive.google.com/drive/folders/1nFr1wZPphOno2VB2yZbpQoD60KBEoQk4) |

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| **Instructional Plans** | **Common Misconceptions** |
| **Week 1**  Note: Give the pre-assessment on the Friday and analyze the results before beginning the unit plan.  **Monday** - Explain standard and go over vocabulary. Focus on the students’ ability to match topics and titles. Use 10 minute interventions #1.  [Sorting Activity](https://doc-04-8g-apps-viewer.googleusercontent.com/viewer/secure/pdf/nh82aet7aj8cveejcfu3l1h2mndmp8n1/4psoq11lraqf4m1rnqir2rb4qdlt5pdf/1591896075000/drive/08200465351076041565/ACFrOgBJiuI7bXQGiygsfWMi3gCwXeC6CZq2nozee0cgM8sGpNajjqMeaXcB7mkEOjOuM61OsXuSgnA6Q5VDJEbM6cJYCFlzm6xbHKJOarBfx2-XQpdmYBJ7GqrkliiR9dBse3jhDE-82T63aQ4M?print=true&nonce=5957pb7c2vn6a&user=08200465351076041565&hash=92kqu2nh6h7606hrl4sfha1uhjm4s9mp)  [Quizlet](https://quizlet.com/_8gtxpr?x=1qqt&i=2be3pj)  **Tuesday**- Focus on identifying details that are important and details that are irrelevant. Use 10 minute interventions #2. Review vocabulary. (Use same resources from Monday)  **Wednesday**- Students will be given different main idea statements and they have to match the correct details with the main idea Practice finding supporting details for main ideas. Use Readworks and 10 minute intervention #3. Teachers will share students during RTI.  [Sorting Activity](https://drive.google.com/drive/folders/1kRan-yBpdd9PS-Agqb3vvah6saZlK7T8)  **Thursday-** Continue practicing matching details to the correct main idea. Use intervention #4. Students will work on a main idea assignment independently **(“Main Idea & Details: Bees)**. This will be used as a CFA. The teacher will intervene as needed based on the CFA results.  **Friday-** Short main idea assessment **(Readworks: Saving Hawaiian Monk Seals)** and vocabulary assessment. Use intervention #5 (if needed). | * Students are not familiar with vocabulary and are picking out unrelated details. * Students are not paying attention to the title, bolded words, pictures and captions. |
| **Week 2**  **Monday:** The teacher will model an example of locating the main idea and finding key details that support  the main idea. The teacher will use Readworks. Use intervention #6 (pictures). Discuss how pictures  can help you determine the main idea.  [Readings and Short Paragraph Practice](https://drive.google.com/drive/folders/1kRan-yBpdd9PS-Agqb3vvah6saZlK7T8)  **Tuesday:** The students will work with a partner to locate the main idea and supporting details. Practice  looking for repeated words in text (intervention #7). **CFA “Main Idea & Details: Thunderstorms”**  **Wednesday:** The students will work with a partner to locate the main idea and supporting details. The  teachers will share students during RTI with a focus on the main idea. Students will color code a text  (interventions #8).  **Thursday:** Students will work independently to find the main idea . Use intervention #9 and #10 (if  needed or for extension).  **Friday:** [Main Idea Summative](https://docs.google.com/document/d/13fGJOTKLyGprdQKQVc08ZnLUPKTRrteTcymoPGXypSc/edit)  **Strategic Intervention Strategies**   * Have the students read the passage before looking at the title to see if they can come up with an appropriate title. They will need to be able to give supporting evidence for the reason they chose that title. . | * Students pick out details that do not support the main idea. * They don’t look for repeated words or use other strategies to support a main idea. |

**ADDITIONAL RESOURCES:**

[Fossils](https://docs.google.com/document/d/1wamBORf-jKYWeNh4ug7HDT-3xEnDY9A8_5SJE6RLJXk/edit)

[Fishbone Organizer](http://teacher.scholastic.com/lessonplans/graphicorg/pdfs/mainidea.pdf) (Scholastic)

[Main Idea Task Cards](https://www.teacherspayteachers.com/Browse/Type-of-Resource/Task-Cards/Price-Range/Free)

[Mini Lesson for Read Works “Saving Hawaiian Monk Seals”](https://www.cpalms.org/ExportTemplates/Export.aspx?url=/Public/PreviewResource/PrintResource/?id=50863&IsAuthenticated=False&display=block&Private=true&ProtectedUser=true&type=Resource&providerUserKey=00000000-0000-0000-0000-000000000000)