

<b>RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>
<p><b>Informational Text T-Chart.</b> Create a T-chart and on the left record text information that helps a student learn about a topic or concept. On the right record the student’s answers to the following critical thinking questions. Refer to text to support reasoning.</p> <ul style="list-style-type: none"> <li>• What is the most important information and why?</li> <li>• What are the most important facts?</li> <li>• Why did the author want the reader to learn these?</li> </ul> <p><b>The 5 W’s and H.</b> (Who, What, Where, When, Why and How) Questions are created by journalists to find the main ideas of a story or concept that they will cover. Have students commit these questions to memory so they can be recalled readily for structuring questions. After reading a selected text, students answer the 5 W’s and H questions or differentiate by having students create questions before reading and answering them after reading. Refer to text to support reasoning.</p> <p><b>QAR.</b> QAR is a cognitive strategy that can also be applied to traditional text in an anthology or a chapter in a textbook in other content areas. This strategy is especially useful when students are asked to read something and answer questions about it (Raphael and Au, 2005. Teachers model the four types of questions: Right There, Think and Search, Author and Me, and On My Own).</p> <p><i>Right There</i> --Pose a question to the class that may be answered by looking in one location in the text. Ask students how they figured out the answer to the question</p> <p><i>Think and Search</i> --Ask a question that may be answered by looking in more than one location of the text.</p> <p><i>Author and Me</i>--Pose a question that requires “reading” the text and using knowledge that is in your head.</p> <p><i>On My Own</i>--Ask a related question that can be answered without having to read the text. These are usually higher level critical thinking questions.</p> <p>Additional resources can be found <a href="#">here</a>.</p>		<p>After reading text about a famous person in history, each student will write a letter posing as that famous person to someone who historically had an impact on his/her life. Students will make explicit references to the text within the details of their writing and will draw inferences based on their reading to determine what to write.</p> <p><i>NOTE: This should be modeled whole group before students are expected to do this independently or in pairs.</i></p> <p>After reading about a person from history, students will work in pairs or groups to create an alternative history of what might have happened if this person had never been born. They must include explicit details and inferences from the text. They may present this as a reader’s theater.</p> <p>After reading about a region or a state, students write a Top Ten list of the most important attributes about the region/state. Students should defend their judgments with information from the text.</p>
<b>References:</b>		

**RI.4.2**

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Strategy/Lesson Suggestions**

**Reciprocal Teaching.** Through the use of four [skills](#) the students learn how to set purposes for reading, how to critically evaluate and monitor themselves, and how to find the main idea in the text (Oczuks, 2003). [Video](#) is available.

**Prove it!** This strategy suggests that students read a page selected by the teacher. The teacher then selects an idea from the page and students locate one or two statements of evidence from the text which support the statement. An adaptation is to provide small groups with four or five main ideas from the same text. It is the small group's responsibility to determine that these statements are main ideas. The students then locate one or two statements of evidence from the text which support these main ideas. Once students finish finding proof, students work in their groups to summarize the text by sharing their proof. (Boyles, 2004)

**Question Quandary.** Ask students to answer the following [questions](#) as they notice important details and the main idea of a text.

**Formative Assessment Suggestions**

Students use graphic organizers to identify the main idea and supporting details from a given text. After they complete the task, they meet with a partner or small group and discuss and compare their organizers. Next, they create an organizer together, based on information from all and their discussion. Finally, using the organizer, they write a brief summary of the text. *Small group, partner*

After reading a selected text students create a 3, 2, 1. They provide 3 key details, 2 supporting ideas and the 1 main idea. *Partner or individual*

**Accept or reject.** The teacher lists several statements that could be the main idea of the assigned text. Before reading, students predict which statement is the main idea and defend their choice. (Use white boards). Students then read the text and either keep their first choice or change to a different main idea, indicating it on their white board. Students will defend their choices with information from the text. *Suggestion:* include some key details that are in the story, but not the main idea. *Small group*

**References:**

Boyles, N. (2004). *Constructing meaning through kid-friendly comprehension strategy instruction*. Gainesville, FL: Maupin House Publishing, (pp. 173-174).  
Oczuks, L. (2003). *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.

## Reciprocal Teaching Skills

- **Summarizing** gives the student the opportunity to identify and integrate the most important information in the text. Students begin by summarizing sentences, and progress to summarizing paragraphs and passages.
- **Question Generating** requires students to decide what information is important enough to provide proof for a question. They ask questions in which they must infer and apply new information from the text.
- **Clarifying** Students realize that new vocabulary, unclear words, or difficult concepts, may make a text very hard to understand. Once they are taught to be alert to these factors, they can take the steps to restore meaning such as defining these terms or concepts.
- **Predicting** causes students to activate their background knowledge and set a purpose for reading. They are then called upon to predict what the author will discuss next in the text. “Reading to prove or disprove their prediction becomes a new purpose for reading.” The students also learn that text structures provide clues to what might happen next, through the use of headings, subheadings, and questions imbedded in the text. Using the table of contents can also be used as a predicting tool by allowing students to guess at the material covered in each section of the table of contents.

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## Question Quandary

- What words in this sentence, line or paragraph are the most important and why?
- If you could choose one idea from this page as the most important one, which would it be and why?
- How can you tell the author thinks a certain idea is the most important and why?
- What is the most important idea you’ve gotten from the text and why?

<b>RI.4.3</b>	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.	
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>
<p><b>SQ3R (Survey, Question, Read, Recite, Review).</b> Using this <a href="#">strategy</a>, students first preview or <i>survey</i> a text in order to make predictions and <i>generate questions</i> to help direct their reading. As students <i>read</i>, they actively search for answers to their questions, and, when they have finished reading, they summarize or <i>recite</i> what they have read and <i>review</i> their notes, thus monitoring and evaluating their own comprehension.</p> <p><b>Sequencing.</b> Using transition words to put events in order or steps, students write the order of a topic in a reading response journal. Students then respond with a basis from the text as to why the events took place in the order in which they occurred.</p> <p><b>Tournament Activity.</b> Students read a short passage or section of a textbook and select four words that define the main idea or concept. Pair off students and have them fill in the <a href="#">graphic organizer</a>. Students then discuss with their partners which words should be moved to a higher level of importance based on evidence cited from the text. Once the students narrow their organizer to a one word choice, they present it to the class.</p> <p><b>Illustrating.</b> Allow students to illustrate the concepts from a text such as in a cycle, labeling the parts but also including the process between events and where it was located in the text.</p>		<p><b>Retell.</b> As students read a historical text, they make notes on a bookmark that have the words what and why on it. After completing the reading, each student retells what occurred in the text, using only his/her bookmark as a reference. <i>Partner, individual</i></p> <p>Students use a cause and effect chart to record events from a text about a scientific discovery. Students record events that occurred (effect) and the reason they occurred (cause). They may then share their chart with other students and defend their choices, based on information from the text. <i>Small group, partner</i></p> <p>Students read a procedural text and then create a quick draw or doodle art showing through illustrations and words, the correct sequence to achieve the task. Students then explain their work to a partner or small group. <i>Small group, partner</i></p>
<p><b>References:</b>                  Guisinger, P. (2012). <i>Determining importance</i>. Retrieved from <a href="http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=5">http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=5</a></p>		

<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>
<p><b>Framer Model.</b> This <a href="#">graphic organizer</a> allows students to place the new vocabulary term in the center and lists essential characteristics, nonessential characteristics, examples and non-examples (Framer, Frederick, Klausmeier (1969). A <a href="#">sample</a> suggestion is provided.</p> <p><b>Anticipation Guides.</b> This strategy is a <a href="#">set of statements</a> relating to key concepts or vocabulary within a text. Students agree or disagree with the statements presented before engaging with the text. They read to get more information and then revisit the guide to see how their thinking has changed (Reading First, 2004).</p> <p><b>Synonym Webs and Chains.</b> Create a <a href="#">map</a> with a target word in the center. Students discuss personal associations and record these synonyms around the target center (Reading First, 2004).</p> <p><b>Jeopardy Games.</b> Create a game of <a href="#">Jeopardy</a> to review the words and content. Some templates are pre-made.</p>		<p><b>Exit slip.</b> List the two or three key terms the teacher wants to be certain students understand. Have students justify the answer by defining each word and verifying the information using the text.</p> <p><b>Peer assessment.</b> Students exchange their exit slip or word web and evaluate each others' work. Have students discuss their conclusions. Teachers listen for use of valid arguments and accurate understanding of the terms.</p> <p><b>Design a visual dictionary.</b> Students take domain specific words from a science or social study lesson and design a dictionary with a brief definition and an illustration or a labeled diagram.</p>
<p><b>References:</b>          Illinois State Board of Education, Reading First. (2004). <i>Reading first academy: Third grade module</i>.          Frayer, D., Frederick, W., &amp; Klausmeier, H. (1969). <i>A schema for testing the level of cognitive mastery</i> (Working paper No. 16). Madison, WI: Wisconsin Research and Development Center.</p>		

<b>RI.4.5</b>	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.	
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>
<p><b>Signal Word Chart.</b> This <a href="#">site</a> references a chart that lists signal words that correlate with five expository text structures. Teaching students to find these words helps them identify the type of text structure and the reading strategies that will assist them in comprehension. Provide several different texts such as magazines or online articles for students to find examples of each of the structures listed in the standard.</p> <p><b>Detecting Patterns of Organization.</b> After sharing the different patterns of text structures such as those listed in this <a href="#">presentation</a>, have students locate the answers to these suggested <a href="#">questions</a> to determine the type of text structure they are reading. Provide many opportunities with differing texts to practice in small groups.</p>		<p>Students will read a social studies text and then describe how the information is organized. Next, they will evaluate if this was the best format for organizing the information (e.g. chronology, comparison). Finally, students will suggest an alternative structure and why it might be a better way to present the information.</p> <p>Students will read an informational text and identify the structure(s) present in the information. They will then defend their choice with information from the text demonstrating understanding of the structure chosen and why it is not one of the other structures.</p> <p>A small group of students will read from a social studies/ science text, and then, as a group, decide the organization of structure of the information and create a group chart/collage that shows the overall structure and includes information from the text.</p>
<b>References:</b>		

## **Detecting Patterns Questions:**

**Cause and Effect:** How did cause lead to effect? What are people's reactions?

**Chronology:** What is time span from first event to last? How does author transition to each event? What do all events explain?

**Compare and Contrast:** What is being compared? Similarities and differences? What are the most significant similarities and differences?

**Problem and Solution:** What has caused the problem? Is there more than one solution? Has the problem been solved or will it be in the future?

<b>RI.4.6</b>	<b>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</b>	
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>
<p><b>Venn Diagram.</b> Discuss the differences between primary and secondary sources from <a href="#">a site</a>; historical newspapers and editorials work well. During whole group discussion, compare and contrast the similarities and differences between the firsthand account and a secondhand account. For example, victims of Hurricane Katrina would provide firsthand accounts of survival but a newspaper or periodical article would share the secondhand account. Discuss the point of view from each article and purpose.</p> <p><b>Compare and Contrast Map.</b> Allow students to search articles to compare and contrast a given topic. For example, students could read about the competitors in the Iditarod and compare the accounts of participants and spectators using the <a href="#">compare and contrast map</a> to represent their accounts.</p> <p><b>Sorting.</b> Choose several texts such as newspapers, periodicals, magazines, and classroom textbooks from the library or classroom and allow students to sort the texts into firsthand or second hand accounts. This <a href="#">link</a> provides an excellent definition and purpose for use with these varying accounts. Students can compare the differences in focus.</p>		<p>Students read a historical text from the point of view of a participant and from the point of view of someone who was not present. They create a Venn diagram showing how the two texts are alike and different. The students will cite specific examples from the text as well as general observations regarding point of view and perspective.</p> <p>Students read a first-hand account of a scientific discovery and a second-hand informational article about the same discovery. They then will write a letter to the person who made the discovery, asking to verify the second writer’s information. The students will notice the differences citing specific examples between the writer and the scientist’s information.</p> <p>Using newspaper articles, television clips or internet clips from a recent news event, compare descriptions of the event from the reporter and from the actual participants of the event. Students will make a graphic organizer with the differences in information and focus. They can also speculate on the reasons for the differences.</p>
<b>References:</b>		



<b>RI.4.7</b>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>
<p><b>Student Survey.</b> Have students create their own graphs by polling students about certain topics of interest such as their preferences in music. Once data is collected, <a href="#">create a graph</a>. Ask the following questions about the data:</p> <p>What is their most popular type of music and the least favorite?  How might the age of the survey group determine the results on the graph?  What would you predict the average age of the group would be for other types of music?  How would a company that sells downloadable music use this information to promote sales?</p> <p><b>Website Features.</b> Choose <a href="#">a website</a>, such as National Geographic for Kids, that has different features such as videos, articles, and graphic representations (e.g. charts, diagrams, maps) pertaining to one topic. Create a <a href="#">list of questions</a> which can be answered by reading the different features of the website.</p> <p><b>Website Walk.</b> Much like the Picture Walk Strategy, choose a website that has several features such as those listed in the standard. An example would be <a href="#">Time For Kids</a>. Small groups or individuals can find examples of each feature and report to the class how the feature enables the student to better understand the text.</p>		<p>Using a current magazine, students review the information in a chart or graph and explain in a different medium the information and how it relates to the additional text. This could be done in a small group or individually. For example, review timelines on a similar subject. Students then create a PowerPoint.</p> <p>Students read a famous speech, such as Martin Luther King’s <i>I Have A Dream</i>. They then watch and listen to a recording of the actual speech. Discuss how the actual presentation is different from the written speech and if it is better in one form than the other. They will defend their opinion and explain why they feel this way.</p> <p>Students read a biographical representation about an individual such as Martin Luther King, Jr. Students place events from the information on a timeline.</p> <p>Create a comic strip that illustrates a sequence of events from an informational text. Include conversation bubbles to promote further understanding of the text.</p> <p>Locate a website that gives directions both in a diagram/animation form and written words. The students will compare the two forms and explain how the visual information helps with understanding. Advance planning is required.</p>
<b>References:</b>		

An example of possible questions that could be utilized are listed below: (Adapted from Coiro and Dobler, 2007). The National Geographic for Kids website hosts videos, factual articles and persuasive articles that can provide different Web based text samples.

1. Describe the habitat of a chosen endangered animal.
2. What causes the color in that animal?
3. According to the narrator of a video how does the loss of a part of the habitat indirectly affect the survival of a certain animals?
4. What are the names of the three people who maintain this website, and why was it created?
5. How many pounds does this animal weigh when it is born? Does this differ at a zoo or in the wild?
6. How might a teacher using this website help students join a letter-writing campaign to help save a particular animal?
7. Can you find an interesting fact in one of the articles that this animal would be used for?

RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	
	Strategy/Lesson Suggestions	Formative Assessment Suggestions
	<p><b>Two Column Note Taking.</b> Label a two column chart with facts and inferences. Teacher selects certain facts from a text students read and small groups decide what evidence in the text supports the facts. Ideas are placed under the inferences column. Continue modeling this strategy until individuals can complete it on their own. Another suggestion is to provide pictures from an unfamiliar topic such as the Dust Bowl. Students infer what time period the pictures are from as well as what individuals are doing and feeling based on the photos. (<a href="http://www.loc.gov">www.loc.gov</a>) The teacher names the picture or provide a description of it on the left side and record their evidence on the right column labeled inference.</p> <p><b>Three Column Note Taking.</b> Label each column with Background Knowledge, Text Clues, and Inference. Before reading, students record what knowledge they may have on a particular topic that the teacher has selected such as astronomy. Students place facts from the text that add to their background knowledge in the second column and record how that new information has changed their thinking in the third column,.</p> <p><b>Persuasive Peel.</b> Students read two texts that are opinion based. It is helpful to select a text that has opposing opinions such as school uniforms. Partner students in opposing groups and have them support why their agenda is correct within a time limit such as two minutes. Once finished, students discuss why they chose particular points to persuade their partner and what evidence supported their position from the text supported their position. Finally, discuss how an author's opinions might influence text they write.</p>	<p>Students read a historical event editorial such as a reaction to a tornado. Students write the author's opinion on a slip of a paper. Next they write evidence the author used to support his/her point of view on additional slips of paper or Post-Its and create a graphic organizer. Color code slips of paper. On pink slips students will write the main idea. Yellow is reserved for the recording the author's reasons for the text explicitly. Blue slips are reserved for students to record thoughts about why the details were chosen. Evaluate students on their ability to find supporting evidence as well as identify the point of view, using a rubric. (Teachers could also offer texts where the point of view is not well supported in evidence.) <i>Pairs, individual</i></p> <p>Students read about a historical event or famous person. They then write a diary entry as someone who viewed the event using facts from the text or as the famous person, again using facts from the text to support a particular point. Students are evaluated on identifying point of view and evidence. <i>Pairs. Individual</i></p> <p>Students read 2 conflicting viewpoints on a topic. They take each viewpoint and list it at the top of a chart, then add evidence for each underneath. Finally they form their own conclusion, based on the evidence of the texts. <i>Individual</i></p>
<p><b>References:</b> Harvey, S. Goudvis, A. (2006). <i>Strategies that work: Teaching comprehension for understanding and engagement</i>. Portland, ME: Stenhouse.</p>		

<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>
<p><b>Poetry Panache.</b> Find two illustrated poems about the same topic such as musical instruments. Students highlight words in the texts that are closely related (synonyms), and find phrases that might describe the similar theme of music. Students then turn and talk to neighbors about the similarities, or individually compare and contrast the ideas in a writing journal.</p> <p><b>Map Models.</b> Use maps that are from different time periods, such as those located <a href="#">here</a> on the topic of migration. Small groups discuss the differences and similarities and create a chart outlining the information possibly pertaining to population, shapes of states or areas, and waterways. Students then share the information created in their groups. Individuals could complete an exit slip about their learning for the activity.</p> <p><b>Small Group Science Experiment Reading.</b> Students read items from a science book or a text that contains many experiments. Partners discuss how the pattern of writing may be the same, similar terms such as measurement, or the scientific process. Groups discuss how this type of reading and writing may be beneficial in other areas that they study.</p> <p>Additional resources can be found <a href="#">here</a>.</p>		<p>Students select a social studies or scientific topic (or are assigned one) and create key questions they would like answered. Students use a variety of sources (minimum of two) to find the answers to these questions as well as additional information. Students need to document these sources and their notes. They then create a two to three minute presentation for the class on their topic and present it to the class. <i>Pair, individual</i></p> <p>Students select a state, read and learn about it from books, video clips on the Internet, magazines, and other sources. They then create a list of ten important facts about the state. Students then make a poster with this information as well as a map of the state (This can be drawn or printed from another source.) The posters are lined up in order by region in the hall. <i>Pair, individual</i></p> <p>Students will read about a career they someday might like to have. They will find information on the Internet, from written text in a book or a magazine. After reading the two texts, they will create a collage with information about the job using words, diagrams and pictures. Teachers will evaluate students by using a rubric requiring a minimum of seven facts about the career.</p>
<b>References:</b>		

<b>RI.4.10</b>	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	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Strategy Hunt.</b> Allow students to choose a text that is in their reading level. As they are reading, students record in their reading journals or on sticky notes which strategy they could use to help them comprehend the text more fully. Strategy suggestions are visualizing, predicting, synthesizing, inferring and questioning (Boyles, 2002).</p> <p><b>Into the Book’s Strategic Book Discussion.</b> Students utilize all strategies using a comprehensive list of questions that assists them in comprehension of an informational text. A <a href="#">template</a> with the list of questions is provided. The focus questions allow students to use every strategy when responding to the text.</p> <p><b>Stop, Think and React.</b> Allow students to read different informational texts at their level and support their learning using a video. It is important to pause the videos and ask students to stop, think and react to what they are seeing and connect to previous texts that they have read. Record the information in a two column chart. However, before recording on an observation sheet, ask students to turn and talk before writing (Harvey and Goudvis, 2007).</p> <p>Additional resources can be found <a href="#">here</a>.</p>	<p>Hold a State of Illinois Learning Fair where each student researches a different topic about Illinois. Each student or pair of students read and learn about their topic and present information at the fair. They will also have written information and citations. Students are evaluated on the information in their written document as well as their oral information during the fair. Other classes can visit and learn the information. <i>Pairs, small group, individual</i></p> <p>Students are assigned a topic, given an amount of time to read about the topic in a variety of areas, will take notes and identify sources. They will then present a written or oral presentation on the assigned topic, such as an interesting area in geography, a local event in an area celebrating its heritage, or scientific discovery. <i>Pair, individual</i></p> <p>Give students differing points of view via a text from history/social studies, science, and/or technical subjects. Let them debate the point from their author’s point of view; using specific reasons and evidence from the text they were given. Evaluate them on their use of reference points from the text. <i>Small group</i></p>	
<p><b>References:</b>  Boyles, N. (2002). <i>Constructing meaning through kid-friendly comprehension strategy instruction</i>. Gainesville, FL: Maupin House.  Harvey, S. and Goudvis, A. (2007). <i>Strategies that work: Teaching comprehension for understanding and engagement</i>. Portland, ME: Stenhouse Publishers.</p>		