

Sample English Language Arts Learning Plan

Big Idea/Topic

Details and Examples in a Story

Standard(s) Alignment

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Inferencing Chart](#)
- Chart Markers
- Any mentor text of your choice (some suggestions below)
 - [Whoever You Are](#) by Mem Fox
 - [The Colors of Us](#) by Karen Katz
 - [The Dot](#) by Peter Reynolds
 - [Each Kindness](#) by Jacqueline Woodson
 - [Unique and Wonderful](#) by Dee Smith
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson
- Why is it important for students to listen/read details to infer what is going to happen or what a character is going to do in the story?
- Read aloud (you do not have to read entire text) to the class, and then discuss what an inference skill is. Use the [Inferencing Chart](#) and go through each part of the chart and model how to complete based

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on what was read. Ask students to help complete the chart. Also address all unknown words or figurative language in the story.

- Have students work with a partner and share 1 detail or example from the text.
- Make the connection between the importance of asking questions and using the details can help readers draw inferences about a story.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details and or inferences to add to your list.

Provide students an opportunity to brainstorm their own details and examples from the story. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers ask questions to gather details and examples from the story to understand the story.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Guided Writing**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read our story and see if any of our questions are answered. We will also brainstorm new questions during the story.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned



Suggestions for Differentiation:

- Allow students to use the teacher’s modeled question as a guide to help brainstorm their own question.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Inferencing Chart](#)
- [Whoever You Are](#) by Mem Fox
- [The Colors of Us](#) by Karen Katz
- [The Dot](#) by Peter Reynolds
- A “just right” book or the following resource for selecting a “just right” book at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading and writing with children at home: [The Guide to 4th Grade for Parents](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding
- Write 1 paragraph explaining their understanding of the skill/strategy
- Students can create a sketch chart to display their understanding

Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller pieces
- Provide complex text and have students write/create open-ended questions about the text
- Provide the same lesson in a teacher-led small group for more guidance
- Provide students with inferring games
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.



Engaging Families

- 4th grade resources for families can be found at the [Georgia Home Classroom](#)
- Read together and parent can ask questions
- Parents can provide clues about events happening in the family and the student has to use their knowledge and the clues and make a guess.



Sample English Language Arts Learning Plan

Big Idea/Topic

Language and Stories

Standard(s) Alignment

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Visual Chart](#)
- Chart Paper
- Chart Markers
- Any mentor text of your choice (some suggestions below)
 - [Whoever You Are](#) by Mem Fox
 - [The Colors of Us](#) by Karen Katz
 - [The Dot](#) by Peter Reynolds
 - [Each Kindness](#) by Jacqueline Woodson
 - [Unique and Wonderful](#) by Dee Smith
- Sticky Notes or Paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-asking questions to understand language and how it relates to the plot and or characters in a story.
- Why super readers need to know the relationship between the story and the language.

- Read a story to the class and tell students to listen for words or phrases which help build the plot and build the characters in the story. After reading, chart the questions & answers and discuss the language. Use the [visual chart](#) to choose words or phrases which show the mood of the story or character, what does the word mean, and either explain or define it. Demonstrate this with a couple of words from the story.
- Provide students with a sticky note and have them pick one word and do the same skill you demonstrated.
- Make the connection between language and how they relate to what we read as super readers.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 words to add to your list.

Provide students an opportunity to brainstorm their own words from the story which stand out. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers think about the type of language used in a text.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- Independent/Partner Reading & Writing
- Guided Reading and/or Strategy Lessons
- **Allow students practice the strategy you modeled in the opening, MOOD-WORD MEANING-EXPLAIN/DEFINE [visual chart](#) using a variety of texts**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today

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Suggestions for Differentiation:

- Break the lesson into several components and chunk the lesson.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Provide a variety of poems and have students write their own poems using literal and nonliteral language.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Visual Chart](#)
- [Whoever You Are](#) by Mem Fox
- [The Colors of Us](#) by Karen Katz
- [The Dot](#) by Peter Reynolds
- A “just right” book or the following resource for selecting a “just right” book at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading and writing with children at home: [The Guide to 4th Grade for Parents](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding
- Write 1 paragraph explaining their understanding of the skill/strategy
- Students can create a sketch chart to display their understanding

Student Learning Supports

- Break the lesson into several components and chunk the lesson.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Provide a variety of poems and have students write their own poems using literal and nonliteral language.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

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Engaging Families

- 4th grade resources for families can be found at the [Georgia Home Classroom](#)
- Scavenger Hunt have students find literal and nonliteral words/phrases around the house
- Students and Parents write poems together using literal and nonliteral language.

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Sample English Language Arts Learning Plan

Big Idea/Topic

Comparing and Contrasting Stories

Standard(s) Alignment

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

ELAGSE4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Comparison Chart](#)
- Chart Paper
- Chart Markers
- Any mentor poetry of your choice (some suggestions below)
 - [Whoever You Are](#) by Mem Fox
 - [The Colors of Us](#) by Karen Katz
 - [The Dot](#) by Peter Reynolds
 - [Each Kindness](#) by Jacqueline Woodson
 - [Unique and Wonderful](#) by Dee Smith
- Sticky Notes or Paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-is to compare and contrast stories with similar themes and topics.
- As a reader you should be able to distinguish the similarities and differences in stories that are alike.

- Read two similar stories, poems, or passages that have the same theme, tell students to think of questions, listen for unknown language/phrases, and think about the theme of both texts. After reading chart the questions and answers, chart the unknown language, and then use the [comparison chart](#) to show how the texts are alike or different.
- Provide students with a sticky note and write their favorite story and create a bar graph with the sticky notes for the favorite text.
- Make the connection between knowing how stories are alike and different.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details about both stories to add to your list.

Provide students an opportunity to brainstorm their favorite story. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers think about the important parts of stories.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Compare/Contrast Passages-Provide 2 passages and have students compare all elements of both passages using the [comparison chart](#).**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Example of formative ways to assess:

- **Emoji Faces**-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- **Virtual Meeting**-Thumbs Up or Thumbs Down for your understanding of the lesson
- **Show and Share**-students can share what they learned today
- **Green/Yellow/Red paper slips**-have students hold up their color for understanding of the lesson today

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Suggestions for Differentiation:

- Break the lesson into several components and chunk the lesson.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Have students create a matrix comparing 4 or more books by the same author

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Comparison Chart](#)
- [Whoever You Are](#) by Mem Fox
- [The Colors of Us](#) by Karen Katz
- Paired Passages from [ReadWorks.org](#)
- A “just right” book or the following resource for selecting a “just right” book at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading and writing with children at home: [The Guide to 4th Grade for Parents](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding

Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Have students create a matrix comparing 4 or more books by the same author
- Have students compare and contrast Disney video clips or movies
- Chunk the lesson into smaller sections
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.



Engaging Families

- 4th grade resources for families can be found at the [Georgia Home Classroom](#)
- Have students compare and contrast things within the home
- Students can watch TV shows or cartoons and compare, and contrast and explain to the parent



Sample English Language Arts Learning Plan

Big Idea/ Topic

Comparing Stories

Standard(s) Alignment

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

ELAGSE4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ELAGSE4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELAGSE4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Use of Language Chart](#)
- Chart Paper
- Chart Markers
- Suggested Read-Aloud story and poem if possible, by the same author, for example:
 - [Coming to America: The Story of Immigration](#) by Betsy Maestro
 - [Esperanza Rising](#) by Pam Muñoz Ryan
 - [Grandfather's Journey](#) by Allen Say
 - [One Grain of Rice](#) by Hitz Demi
 - [Chicken Sunday](#) by Patricia Polacco
 - [The Keeping Quilt](#) by Patricia Polacco

Teacher Note: [A message from Patricia Polacco](#) to teachers about reading her works online.

- Sticky Notes or Paper

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- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-is to see similarities and differences about books from different cultures.
- Explain to students when you read different types of text you may like, or dislike certain types based on the elements of the text.
- Read aloud the 2 books/passages from different cultures, tell students to think of questions to ask, to listen for figurative and new language, and to think about how the cultures might be alike or different. After reading chart the questions and answers, use the [language chart](#) for figurative and new language- discuss how cultures use different types of language. Next chart the similarities and differences between the books using the [comparison chart](#).
- Have students partner and share what they like or dislike between the 2 texts, explain why.
- Make the connection between how authors use different types of text to share information.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details about the stories to add to your list.

Provide students an opportunity to brainstorm the difference between the two texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers think about the important parts of the story.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Different Types of Text-provide a variety of text and allow students to use the [comparison chart](#) to compare and contrast 2 of the texts and highlight 2 elements between them that are similar and 2 that are different.**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.



Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today

Suggestions for Differentiation:

- Break the lesson into several components and chunk the lesson.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Have students create a matrix comparing 4 or more books by the same author

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Comparison Chart](#)
- [Use of Language Chart](#)
- Paired Text from [ReadWorks.org](#)
- [Grandfather's Journey](#) by Allen Say
- [One Grain of Rice](#) by Hitz Demi
- Students can also visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading and writing with children at home: [The Guide to 4th Grade for Parents](#)

Evidence of Student Success

- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Fist to Five Strategy: The student will display a certain number of fingers to show their comfort level of understanding:
 - 5 fingers-I understand and can teach to a peer
 - 4 fingers-I understand
 - 3 fingers-I understand but I still have a few questions
 - 2 fingers-I understand some of the information
 - 1 finger-I am totally lost

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Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Have students create a matrix comparing 4 or more books by the same author
- Provide poetry from different cultures and have students compare and contrast
- Provide the same lesson with a teacher-led small group for more guidance
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 4th grade resources for families can be found at the [Georgia Home Classroom](#)
- Students can read books about their own culture and heritage and share with family
- Write a story about your own culture and heritage
- Create a family tree explaining and describing who is who on the family tree



Sample English Language Arts Learning Plan

Big Idea/Topic

Writing about Stories

Standard(s) Alignment

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

ELAGSE4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ELAGSE4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELAGSE4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- Chart Paper
- Chart Markers
- Suggested Read-Aloud story and poem if possible, by the same author, for example:
 - [Coming to America: The Story of Immigration](#) by Betsy Maestro
 - [Esperanza Rising](#) by Pam Muñoz Ryan
 - [Grandfather's Journey](#) by Allen Say
 - [One Grain of Rice](#) by Hitz Demi
 - [Chicken Sunday](#) by Patricia Polacco
 - [The Keeping Quilt](#) by Patricia Polacco

Teacher Note: [A message from Patricia Polacco](#) to teachers about reading her works online.

- Sticky Notes or Paper
- Student Journals

- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-is to see similarities and differences about books from different cultures.
- Explain to students reading is what you breathe in (inhale) and writing is what you articulate out (exhale).
- Review the elements of the similarities and differences between the 2 books shared on the previous day. Model and explain today you are going to write from inside the story as if you are there. Demonstrate how to write first outside of the story-your true feelings and thoughts. Next model how to write as if you are in the story and how it might change. (It is not necessary for you to write an entire story, but short excerpts so the students can have an example).
- Give students a sticky note and have them write one sentence inside the story.
- Allow opportunities for students to make connections between reading and writing.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details to add to your list.

Provide students an opportunity to brainstorm the difference between the two texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers write about what they read.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Compare/Contrast Passages-Provide 2 passages about different cultures and have students create a matrix comparing all elements of both passages using the [comparison chart](#).**
- **Small Group-Practice writing the Inside the Story**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.



Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today

Suggestions for Differentiation:

- Students can work with writing buddies
- Break the lesson into several components and chunk the lesson.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Have students create a matrix comparing 4 or more books by the same author
- Students can take their journal entries and create and write a similar story or poem compared to what was read.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Comparison Chart](#)
- Paired Text from [ReadWorks.org](#)
- [Grandfather's Journey](#) by Allen Say
- [One Grain of Rice](#) by Hitz Demi
- Students can also visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading and writing with children at home: [The Guide to 4th Grade for Parents](#)

Evidence of Student Success

- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Fist to Five Strategy: The student will display a certain number of fingers to show their comfort level of understanding:

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- 5 fingers-I understand and can teach to a peer
- 4 fingers-I understand
- 3 fingers-I understand but I still have a few questions
- 2 fingers-I understand some of the information
- 1 finger-I am totally lost

Student Learning Supports

- Compare/Contrast Passages-Provide 2 passages about different cultures and have students create a matrix comparing all elements of both passages.
- Small Group-Practice writing the Inside the Story
- Have students create a matrix comparing 4 or more books by the same author
- Students can take their journal entries and create and write a similar story or poem compared to what was read.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 4th grade resources for families can be found at the [Georgia Home Classroom](#)
- Students can write in journals about their home life and share with parents
- Students can create pen pal relationships with other family members or friends



Sample English Language Arts Learning Plan

Big Idea/Topic

Details and Examples from the Text

Standard(s) Alignment

ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Inferencing Chart](#)
- Chart Paper
- Chart Markers
- Any mentor text of your choice (some suggestions below):
 - [Look I'm a Scientist](#) by DK
 - [11 Experiments That Failed](#) by Jenny Offil
 - [Cece Loves Science](#) by Kimberly Derting and Shelli R. Johannes
 - [I Am Albert Einstein](#) by Brad Meltzer
 - [Zoey and Sassafras: Dragons and Marshmallows](#) by Asia Citro
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today’s lesson
- Why is it important for students to ask questions-relevance, explain the how questions are important because they help you have a better understanding of what you are reading.
- Read aloud (you do not have to read entire text) to the class, tell students to think of questions and to listen for unknown words. After reading answer and discuss the questions, chart the new words and define. Use the [inferencing chart](#) to model and demonstrate from the book you read--complete each section. Explain how when you take the information, add it to what you already know you can make an inference.
- Provide the students with a sticky note and have each student practice the strategy you just shared.
- Make the connection between the importance of knowing the details from the text to help readers make inferences.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details to add to your list.

Provide students an opportunity to brainstorm their own inference about the story. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers ask questions when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in:

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Inference Skills-provide informational reading passages and have students in small group practice the strategy shared in whole group using the [inferencing chart](#).**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide



feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned

Suggestions for Differentiation:

- Allow students to use the teacher’s modeled question as a guide to help brainstorm their own question.
- Direct students to use a specified question word to ask their question.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Inferencing Chart](#)
- 2 “just right” books (informational) or the following resource for selecting “just right” books at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for informational books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading and writing with children at home: [The Guide to 4th Grade for Parents](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding
- Write 1 paragraph explaining their understanding of the skill/strategy



Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections
- Provide complex text and have students write/create open-ended questions about the text.
- Challenge students to ask a variety of questions (to help make inferences about the text).
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 4th grade resources for families can be found at the [Georgia Home Classroom](#)
- Parent and student can play family games like Jeopardy. Hollywood Squares, Are you Smarter Than a Fourth Grader? about Science or Social Studies Content



Sample English Language Arts Learning Plan

Big Idea/Topic

Academic and Content Language

Standard(s) Alignment

ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Vocabulary Chart](#)
- Chart Paper
- Chart Markers
- Any mentor text of your choice (some suggestions below):
 - [Look I'm a Scientist](#) by DK
 - [11 Experiments That Failed](#) by Jenny Offil
 - [Cece Loves Science](#) by Kimberly Derting and Shelli R. Johannes
 - [I Am Albert Einstein](#) by Brad Meltzer
 - [Zoey and Sassafras: Dragons and Marshmallows](#) by Asia Citro
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today’s lesson-asking questions to understand academic and content language.
- Why super readers need to know academic and content language-understanding of what they read.
- Read a science/social studies content book, tell students to think of questions and to also listen for unknown words/phrases they do not know. After reading chart questions/answer and discuss. Use the [vocabulary chart](#) to explain the different tiers. Ask students about words or phrases they did not know, chart the words in the correct tier while explaining why this word goes into this tier.
- Provide students with a sticky note and say random words and they have to write which tier the word would go under.
- Make the connection between academic and content language and how they relate to what we read as super readers.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional words to add to your list.

Provide students an opportunity to brainstorm their own academic language related to the text. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers want to know the language in the text to understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Vocabulary Sort-provide a variety of words from the [vocabulary chart](#) and have students sort words into correct tier and then create [Frayer model graphic organizer](#) for at least 4-6 of the words.**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide



feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new words about the text.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Provide a variety informational passages and students can find their own academic and content language and share with a partner
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Vocabulary Chart](#)
- [Frayer model graphic organizer](#)
- A “just right” book (from Science and/or Social Studies content) or the following resource for selecting a “just right” book at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for Science and/or Social Studies content books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading and writing with children at home: [The Guide to 4th Grade for Parents](#)

Evidence of Student Success

- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question
- 3-2-1 reflection slips: 3 facts I learned today, 2 things I found most interesting, 1 question I still have
- Exit Slips with open-ended questions



Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 4th grade resources for families can be found at the [Georgia Home Classroom](#)
- Scavenger Word Hunt for students at the home, looking for content and academic words
- Students can highlight content and academic language they find in a magazine or newspaper



Sample English Language Arts Learning Plan

Big Idea/Topic

Compare and Contrast Informational Texts

Standard(s) Alignment

ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

ELAGSE4RI9: Integrate information from two texts on the same topic to write or speak about the subject knowledgeably.

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Topic-Subtopic-Details Chart](#)
- Chart Paper
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday's lesson):
 - [Benjamin Franklin](#) by Wil Mara
 - [Causes of the Revolution](#) by Jill K Mulhall
 - [Amazing Americans: Paul Revere](#) by Jennifer Overend
 - [Creating the Constitution](#) by Wil Mara
 - [Declaring Our Independence](#) by Kelly Rodgers
 - [Colonial Voices: Hear Them Speak](#) by Kay Winters
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today’s lesson—is to understand how books on the same topic can have different details and events
- When reading informational text, the author is trying to convey or articulate information to the reader.
- Read aloud the 2 informational texts, (you do not have to read the entire text) tell students to think of questions, and to listen for unknown words. After reading answer and discuss the questions and chart unknown words on the [vocabulary chart](#) in the correct tier. Use the [Topic-Subtopic-Details](#) chart and work with students to complete the chart and discuss.
- Have students partner and share 1 detail to support the main idea of the text.
- Make the connection between knowing the important key details of a text helps you understand the information that is being shared with the reader.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details to add to your list.

Provide students an opportunity to brainstorm about important details from the text. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers compare and contrast text when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Provide an informational passage and [graphic organizer](#) have students identify key details and main idea of the passage**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide



feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new ideas for the text tomorrow.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Vocabulary Chart](#)
- [Topic-Subtopic-Details Chart](#)
- [Main Idea/Details Graphic Organizer](#)
- A “just right” book (informational) or the following resource for selecting a “just right” book at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for informational books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading and writing with children at home: [The Guide to 4th Grade for Parents](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding

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Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Provide the same lesson in a teacher-led small group for more guidance
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 4th grade resources for families can be found at the [Georgia Home Classroom](#)
- Students can read magazines or newspapers and write a letter to a parent about what they read.
- Students can locate all types of items in the home that provide directions and steps.



Sample English Language Arts Learning Plan

Big Idea/Topic

The Importance of Language with Informational Text

Standard(s) Alignment

ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

ELAGSE4RI9: Integrate information from two texts on the same topic to write or speak about the subject knowledgeably

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ELAGSE4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELAGSE4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- Chart Paper
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday lesson):
 - Benjamin Franklin by Wil Mara
 - Causes of the Revolution by Jill K Mulhall
 - Amazing Americans: Paul Revere by Jennifer Overend
 - Creating the Constitution by Wil Mara
 - Declaring Our Independence by Kelly Rodgers
 - Colonial Voices: Hear Them Speak by Kay Winters

- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today’s lesson—is to see how words and phrases impact the information you read
- Explain to students when you read different types of text you may like, or dislike certain types based on the elements of the text.
- Read aloud the excerpts from 2 different informational books or passages, tell students to think of questions and listen for unknown language as you read. Chart the questions/answers and add any new terms to the [vocabulary chart](#). Explain how [text features](#) can help us read and understand the words and phrases, especially pictures, illustrations, and visuals. Chart a few on the chart paper.
- Have students partner and share what they like or dislike between the 2 texts, explain why.
- Make the connection between how authors use different types of text to share information.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details to add to your list.

Provide students an opportunity to brainstorm about important details from both texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers think about words, pictures, and illustrations when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Provide 2 informational passages and have student complete a [compare/contrast graphic organizer](#)**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.



Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm ideas for the text tomorrow.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Vocabulary Chart](#)
- [Text Features](#)
- 2 “just right” books (informational) or the following resource for selecting a “just right” books at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for informational books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading and writing with children at home: [The Guide to 4th Grade for Parents](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today

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- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding
- Write 1 paragraph explain their understanding of the skill/strategy

Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 4th grade resources for families can be found at the [Georgia Home Classroom](#)
- Content Language Scavenger Hunt, students will search for content words at their home
- Students will read with parents and highlight new content words they learn from the reading



Sample English Language Arts Learning Plan

Big Idea/Topic

Writing About Informational Texts

Standard(s) Alignment

ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

ELAGSE4RI9: Integrate information from two texts on the same topic to write or speak about the subject knowledgeably

ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

ELAGSE4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELAGSE4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Boxes and Bullets](#)
- Chart Paper
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday lesson):
 - [Benjamin Franklin](#) by Wil Mara
 - [Causes of the Revolution](#) by Jill K Mulhall
 - [Amazing Americans: Paul Revere](#) by Jennifer Overend
 - [Creating the Constitution](#) by Wil Mara

- [Declaring Our Independence](#) by Kelly Rodgers
- [Colonial Voices: Hear Them Speak](#) by Kay Winters
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today’s lesson—is to see similarities and differences about the same topic.
- Explain to students reading is what you breathe in (inhale) and writing is what you articulate out (exhale).
- Review the elements of the similarities and differences between the 2 texts shared on the previous day. Use the [Boxes and Bullets](#) chart—in the main box model and write the main idea of 1 of the books/passages, underneath make bullets and write key details from the text. Model how you take this and then write a summary on what you read.
- Have students partner and share their personal thoughts about their favorite text and why.
- Allow students to make connections between reading and writing.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details to add to your list.

Provide students an opportunity to brainstorm about important details from both texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers ask questions when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Provide 2 informational passages and have student complete a [compare/contrast graphic organizer](#)**



- **Provide 2 passages on the same topic and allow students in small groups to practice the [Boxes and Bullets](#) writing strategy**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new questions during the reading of the text.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share their writing for the day
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Boxes and Bullets](#)
- [Compare/Contrast Graphic Organizer](#)
- Paired Passages from [ReadWorks.org](#)
- 2 “just right” books (on the same topic) or the following resource for selecting a “just right” books at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for informational books on the same topic
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading and writing with children at home: [The Guide to 4th Grade for Parents](#)



Evidence of Student Success

- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Fist to Five Strategy: The student will display a certain number of fingers to show their comfort level of understanding:
 - 5 fingers-I understand and can teach to a peer
 - 4 fingers-I understand
 - 3 fingers-I understand but I still have a few questions
 - 2 fingers-I understand some of the information
 - 1 finger-I am totally lost

Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Scaffold the writing for struggling writers and provide writing graphic organizers.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 4th grade resources for families can be found at the [Georgia Home Classroom](#)
- Students can write an informational letter to a parent about something they are learning in school about science or social studies.
- Pen pal relationships with other family members or neighborhood friends

