

Teachers College: Reading Comprehension

GENERAL INFORMATION

Lesson Title & Subject(s): Reading Comprehension

Topic or Unit of Study: Answer questions using textual evidence.

Grade/Level: 4th Grade

Instructional Setting: This classroom is a general education classroom consisting of 13 girls and 11 boys. 4 students are identified as ELL, two students have IEPs, the remaining students are at grade level in reading/writing.

STANDARDS AND OBJECTIVES

CCSS.ELA-LITERACY.RI.4.1






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

Lesson Objective(s):

Given a short story, students will be able to answer questions using textual evidence with 100% accuracy.

MATERIALS AND RESOURCES

Instructional Materials: Graphic Organizer, Short Story with Audio companion.

Name: _____	Title: _____
<h1>Reading QUESTIONS</h1>	
	What was the story about?
	When did the story happen?
	Who was in the story?
	Where did the story happen?
	What was the problem in the story?

Resources:

Common Core State Standards Initiative. (2019). English Language Arts Standards. Retrieved from <http://www.corestandards.org/ELA-Literacy/>






INSTRUCTIONAL PLAN

Student Prerequisite Skills/Connections to Previous Learning:

Students will build on their current reading skills. Students will also be able to use their knowledge of supporting ideas learned in previous lessons.

Presentation Procedures for New Information and/or Modeling:

Students will be presented with a short story, the teacher will answer the question citing textual evidence. This will be presented on the mimeo whiteboard with the teacher highlighting the textual evidence and then writing it in the virtual graphic organizer.

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Guided Practice:

Students will receive graphic organizers with a practice short story and one question to answer. A student volunteer will read the story, a second student will ask the question. Students will then discuss their answers while completing their graphic organizer.

Independent Student Practice:

The students will be given a short story. Students will answer questions citing textual evidence as their reasoning. Students will be seated in their AR leveled reading groups.

Culminating or Closing Procedure/Activity/Event:

The closing procedure for this lesson will be an open discussion about how the class used the textual evidence to support their answers and how this exercise will help them to prepare for the SBAC testing this spring.

Differentiated Instruction Accommodations:

1. ELL students will be provided a bilingual glossary of vocabulary words found in the short story in the student's home languages.

2. Students identified as below grade level in reading will be provided with an audio companion to the short stories.
3. BOTH ELL and those students below grade level reading will be allowed to record their answers to the questions, but must still cite specific textual evidence for their answers.

Student Assessment/Rubrics:

The learning objective will be met when given a short story; students will be able to answer questions using textual evidence with 100% accuracy. The assessment will be given during independent practice.

References:

1. Common Core State Standards Initiative. (2019). English Language Arts Standards. Retrieved from <http://www.corestandards.org/ELA-Literacy/>
2. Russell, S. (2015, July22). Reading Closely: Lesson Plan. Retrieved January 27, 2020, from <https://www.education.com/lesson-plan/reading-closely/>