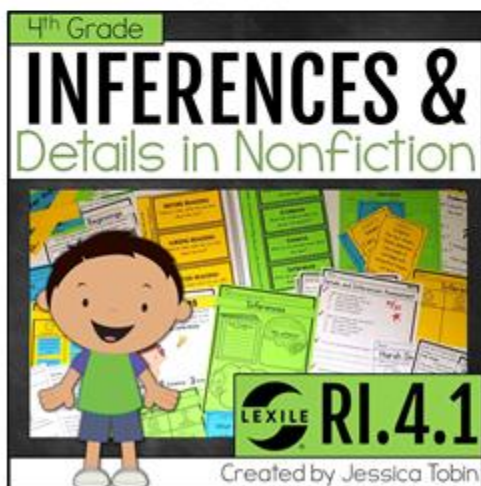


RI.4.1

This ELA unit provides resources to use while teaching the standard **RI.4.1**, which states that students will be able to “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.”



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Lexiled™ Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Lexiled™ Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

The collage features various educational resources:

- Lesson Plans:** Three 4th Grade Reading Informational Lesson plans (Lesson 1, 2, and 3) with detailed objectives and activities.
- Anchor Charts:** Several charts explaining the concepts of Observations and Inferences, including one titled "Anchor Chart pieces" and another with a cartoon girl thinking.
- Student Worksheets:** Multiple "Observations & Inferences" forms with sections for Observations, Inferences, and Evidence. Some include "Answer Key" sections.
- Activity Cards:** Cards like "Card 1" and "Card 3" with text such as "Evidence: I read, 'In 1887, Nikola Tesla invented the induction motor.'"
- Graphic Organizers:** A "Healthy Mouth" graphic organizer with a photo of a toothbrush and text about dental hygiene.
- Other Tools:** A magnifying glass over a document labeled "EVIDENCE", a pencil and paper, and various icons representing reading and learning.

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

Task Cards for Any Text

Instructional Passages

Card 1
What is

Card 2
Before reading the text, ask yourself one

Card 7
What is a question you have while reading the text?

Card 12
How can you find the answer to this question?

Fire Safety
If you stay, cover your mouth and nose with a piece of clothing or a towel. Always feel the door before going out. You want to be certain that the fire isn't outside of your exit. If it is, take your second exit.

Patriot Day
A "patriot" is a person who strongly loves and is prepared to defend it against enemies. The Americas is a country that has many patriotic holidays.

Baseball's Beginnings
Largely popularized in the early 1900s, America's favorite pastime, however, followed games are considered of a much older origin.

Harsh Desert Causes
A desert is an area of land that receives very little precipitation, leaving it barren, or lacking plant and animal life. Deserts are found in many parts of the world, including North America.

Anne Frank Questions
1. What made Anne Frank so special?
2. What is the main message of the diary?
3. How did Anne Frank's diary help her during the Holocaust?

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

Graphic Organizers

Interactive Notebook Templates

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Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:

- A Google Classroom account

What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.


Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

Inferences

Title:		Author:
Text Clue	Observations Schema/Connections	Question
Text Clue	Observations Schema/Connections	Inference

Graphic Organizers



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Fire Safety

Jen shot up in her bed. She had been awoken by a screeching, deafening sound. A sound that was not good. She tried to remember everything she learned at the fire safety presentation at school. *Get low to the ground*, she thought.

Crawling toward her door, she tried to cover her mouth and nose with the sleeve of her sweater on her way out of the house. Jen and her family were able to get out of their house safely, thanks to the information in a fire safety course she took at her community center.

Being Prepared
Being prepared is an important part of fire safety. You should identify two exits for each room in your house. You should know how to find each other when you are safe and how to find each other in case of an emergency. You should decide that in case of a fire, you will meet at the neighbor's mailbox.

Get out!
Another important part of fire safety is to get out fast! You want to get low to the ground and crawl.

Emergency Escape Plan

1

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Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer.

The image displays several overlapping educational documents. On the left is a student worksheet titled "Details and Inferences" with a "Name:" field and questions 1 through 4. In the center is a text passage titled "Harriet Tubman" with a "970L" label, containing a paragraph about her life and work. To the right is an "Answer Key" for the "Details and Inferences" worksheet, with questions 1 through 4 and their corresponding correct answers circled in red. Another "Harriet Tubman" text passage is visible in the background on the right. A large, diagonal green banner with white text reads "Key Provided for Assessment".

Harriet Tubman
"Moses" is her nickname and helping slaves travel to freedom is what she is known for. Harriet Tubman is one of the most famous African American women in our nation's history. Harriet grew up as a slave who worked very hard but who was mistreated and abused. She was quick to stand up for fellow slaves, leaving her in danger of punishment. Harriet was in the BPOs, when slavery was a common business her mother made a lot of money by selling her. So, when she had the chance to go away to the free states, where slavery had already been outlawed, Harriet had help from abolitionist Quaker friends. They would hang carpets or lights outside of their homes to provide welcome and safety. She had to travel in the night, through dark forests, being very cautious. It was a dangerous journey. Instead of staying in the safety of the "Free North," Harriet made it her goal to free others who were still enslaved. Working on the same paths that she had taken, Harriet Tubman guided her mother, sister, and other family members throughout a network of secret paths that became known as the "Underground Railroad." She worked tirelessly to help transport as many slaves as she could. Making her way through this "Railroad," Harriet became known as the "conductor." Thanks to Harriet, as many as 300 slaves were brought to freedom.

1. What does text evidence mean?
a) Clues stated directly in the text
b) Background knowledge
c) Predictions about the text
d) Answers to the question

2. What two components make observations?
a) Schema and inferences
b) Text evidence and inferences
c) Text evidence and schema
d) None of the above

3. In your own words, describe what an observation is.

4. Explain why we use text evidence.

5. Why was Harriet worth a lot of money to her owners? She was...
a) strong
b) famous
c) brave
d) smart

6. What do you think Harriet's friends were trying to do for her?
a) Help her escape to the free states.
b) Give her money to buy her freedom.
c) Give her a job in the free states.
d) Give her a place to live in the free states.

7. What text evidence supports the statement that "Harriet Tubman is a hero?"
a) "Harriet was strong woman and in the BPOs, when slavery was a common business."
b) "When she finally made it to Philadelphia, Pennsylvania, she was free!"
c) "Thanks to Harriet, as many as 300 slaves were brought to freedom."
d) Harriet had help from abolitionist Quaker friends.

8. Explain why Harriet Tubman gained the nickname, "the conductor."

9. How is the "Underground Railroad" similar to an actual railroad? Use two supporting details from the text.

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RI BUNDLE

LEXILE

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4th Grade **MAIN IDEA & Key Details**

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4th Grade **UNKNOWN WORDS & Context Clues**

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-or-

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4th Grade

4th Grade **L Language BUNDLE**

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