

Note: THIS LESSON CAN BE USED TO LAUNCH RESEARCH REPORT WRITING

Criteria for Transitional Checking For Understanding (CFU):	85% Before Moving on
Teaching Standard/Chunk: RI 4.9 Integrate information from 2 texts on the same topic in order to write or speak about the subject knowledgeably.	
Instructional Expectation: (What will students produce to show evidence of their learning?) Students will be able to organize the information from 2 texts, by extracting the significant/key details.	

DOK Level: 1

I. Opening:

- Student Friendly objective:
Today I will learn how to find the key details from 2 expository sources.
CFU

- Activate Prior Knowledge/Hook:

"Remember when we learned about main idea/details? Today we will continue to work on this skill, except we will learn how to do it with two sources."

CFU

- Importance to Student:

Understanding how to find the main idea and details will help you throughout every school year.

CFU

Transitional CFU: Repeat Objective Chorally—partner--stick

OBJECTIVE

II. Presentation of Material:

DOK Level:

1

Concept Development:

- Definition(s)

Key details: the most important information in the passage

Sources: places where you get information (books, internet, video, speakers, text, library, interviews, etc...)

Examples/Non-examples (when appropriate)

Examples of sources: Show tangible resources (could do a powerpoint with fly-in)



Transitional CFU: Choral repeat definitions—partner—stick—write

CFU: Give an example of a source (partner, stick)

DEFINITION

III. Build Schema/Teacher Model:

DOK Level:

2-3



**This is
(skill)
because
of
(process).
Why/
How
did I
know?**

TEACHER	STUDENT
Modeling-Think Aloud	Active Engagement Processing Teacher Thinking
Day 1 - Read a piece of text, go over vocabulary Day 2 - Determine main idea/details Day 3 - 1 st article Days 4, 5 - Repeat process with students (guided practice) from Day 2, 3, with a second source.	Students will use post-its to write down the main idea/key details while teacher models.

Transitional CFU: What do I do first, next, etc. to integrate information from two texts?



HOW DID I DO THAT?

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WE--

IV. Guided Rehearsal: (Teachers & Students working together to monitor and clarify)

DOK Level:

PRACTICE! PRACTICE! PRACTICE!

TEACHER QUESTIONING Including How? and Why?	STUDENT ACTIVITY/THINK-ALOUDS
Students will co-organize with the teacher by lining up all post-its from both texts and organizing them by "like" themes.	
--point out commonalities --point out conflicting reasons an author gives (credibility)—see RI 4.8	How did I determine that these details were similar? Why are these reasons conflicting? Why does that make the author less credible?
Once organized, students will begin drafting report. Teacher may initially model drafting.	



Transitional CFU: How do I combine both sources? What do I do first?
How do I determine the credibility of an author? What are the first steps when drafting? (partner, sticks)

Check for student readiness for Independent Practice
Reteach if not ready

DOK Level:

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V. Independent Practice: (Matches Guided Practice)



CFU: **Evidence of Learning (80-85%):**

Possible Differentiation:

English Learners:

Special Needs: