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**Office of School Performance**



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| The development of the Hillsboro School District K – 6 CCSS Learning Progressions was facilitated by Susan Richmond literacy TOSA at HSD’s Office of School Performance guided by Karin Hess’ Depth of Knowledge Reading Matrix (*National* *Center for Assessment).* <http://www.nciea.org/>The DOK matrix draws from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels. The Cognitive Rigor Matrix has been developed to integrate these two models as a strategy for analyzing instruction, for influencing teacher lesson planning, and for designing assessment items and tasks. *Content and assessment experts who offered advice, counsel, and feedback include:*Steve Larson Assistant SuperintendentDayle Spitzer Executive Director of Elementary SchoolsTravis ReimanExecutive Director of English Learner Programs & Professional Developmenthttp://clipart.edigg.com/1362998641/People_Clipart/Stickmen_Clipart/Stickmen005.gifHolly Peterson Literacy Specialist TOSA, Office of School PerformanceCandace Strohm Administrative AssistantKathy Wilson Administrative AssistantNancy Grundy Administrative AssistantThe actual Learning Progressions writers were K – 6 teachers and coaches within the Hillsboro School District. Their expertise, time and commitment made this work possible: | **Contributors to the Development of this Document** |

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| **Common Core State Standards Reading Literature Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard.  |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*http://l.thumbs.canstockphoto.com/canstock3354940.jpgRoyalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Moucka  |
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**Quarter 1**

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| **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Questions to ask students for RL.4.1: <http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* What details and/or examples from the story support \_\_\_\_\_?
* What clues in the story help you to infer that \_\_\_\_?
* What can you infer about \_\_\_ from the statement \_\_\_\_?
 | Teacher Hints: ***Inference is addressed for the first time in grade 4.***Infer: ***Inference*** means a ***conclusion*** or ***judgment***. If you infer that something has happened, you do not see, hear, feel, smell, or taste the actual event. But from what you know, it makes sense to think that it has happened.[The Big Bad Red Wolf Lesson Plan](http://www.learnnc.org/lp/pages/3593?ref=search)[Predict and Infer Graphic Organizer](http://www.havefunteaching.com/worksheets/graphic-organizers/predicting-outcomes/predict-and-infer-graphic-organizer.pdf)[Inference Organizer](http://havefunteaching.com/worksheets/reading/inferences/inferences-worksheet-7.pdf)[Narrative Pyramid Graphic Organizer Reflect on Key Ideas and Details](http://www.readwritethink.org/files/resources/printouts/narrative-pyramid.pdf) |
| **Grade 4** |  **Path to DOK - 1**  | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Ci** | **DOK 2 - Cj** | **DOK 2 - Cl** | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Recall of refer to specific details or examples in a text when asked. | Define - Understand the meaning standard academic language - words/terms: details, examples, refer, explicit, draw inferences | Identify or describe character, setting, key events and conflict in a text. | **Answers who, what, when, where and how questions referring to details or examples found explicitly in the text (focus on literary elements).** | Conceptual DevelopmentAsks or answers questions about details in a text (demonstrating an understanding that details and examples can provide information explicitly found in the text) | **Summarize the text using key details (to show an understanding of key details).** | Draws basic inferences (not too implicit) using details and examples from the text. | **Draws and explains inferences in the text using key details and examples as evidence.** | **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
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| **RL4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. |  Questions to ask students for RL.4.2:<http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* What details in the story/drama/poem help the reader determine this theme?
* What details from the story/drama/poem should be included in the summary?
 | Teacher Hints: ***The word theme is used for the first time in grade 4.***[Cultural Versions of Cinderella](http://www.deschuteslibrary.org/kids/reading/cinderellastories.aspx)[Night of the Twisters](http://www.learnnc.org/lp/pages/2950?ref=search)[Determine a Theme Graphic Organizer](http://www.scholastic.com/teachers/sites/default/files/images/blogs/81/6a00e54faaf86b88330147e2a03c58970b)[List of Themes](http://woub.org/etseo/readwritetell/pdfs/7.Theme_ThemesList.pdf)[Poetry Devices Graphic Organizer](http://www.realclassroomideas.com/resources/Poetry-Writing%2BPractice%2BGraphic%2BOrganizer.pdf) |
| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** |
|  **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 – Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Ci** | **DOK 2 - Cl** | **DOK 2 - APn** | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Recall basic details from a story, drama or poem that was discussed in class. | Define standard academic language - theme, drama, poem, summarize, details text/passage/story/selection | Answer who, what, when, where and how questions about the characters, setting, events and problem-solution of a story, drama or poem. | **Identifies the theme of a story, drama or poem.** | Summarize the events of a story, drama or poem with key details from the text. | **Locates specific central ideas (key details) that support a theme** **in a story, drama or poem.** | **Obtain and interpret from a new text (not read in class) which key details in the text are evidence of a common theme, message or purpose.** | **RL4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
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**Quarter 1**

**Quarter 1**

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| **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | Questions to ask students for RL.4.3: <http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* Which specific details from the story/drama support your answer?
* What do \_\_\_\_\_’s actions tell the reader about his/her character?
* How did \_\_\_\_’s actions contribute to \_\_\_\_?
 | Teacher Hints:**In-depth** Character Descriptions: Character Analysis[4 Minute Video Grade 4 Describing Characters](https://www.teachingchannel.org/videos/developing-characters-for-writing)[Character Map](http://www.readwritethink.org/files/resources/printouts/CharacterMap.pdf)[Conflict Map](http://www.readwritethink.org/files/resources/printouts/Conflict%20Map.pdf)[Lesson How to Write a Good Summary Grade 4](http://ellsworthamerican.com/nie/teachers_guide_lesson8_mh.pdf) |
| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
| **EndGoal** |
| **DOK Guide 🡺** | **DOK 1 – Ka** | **DOK 1 – Kc** | **DOK 1 – Cd** | **DOK 1 – Ce** | **DOK 1 – Cf** | **DOK 2 - Ch** | **DOK 2 - Cl** | **DOK 2 - ANp** | **DOK 3 - Cu** | **Standard** |
| **Path to DOK 2,3****Reading Literature CCSS****Learning Progressions** | Recall or retell specific details about a character, setting or event in a story or drama (discussed in class). | Define standard academic language - terms: character,character traits, setting, event, story, drama, specific details, thoughts, words and actions. | Identify a specific character’s thoughts, words and actions. | Identify key events and the setting of each event in a story or drama. | **Describe (using descriptive words) a character’s thoughts, words and actions.** | **Describe (using descriptive language) a story or drama’s setting.** | Students answer who, what, when, where or how in-depth questions specific about a character’s traits. | Explain how or why a character’s actions impacted or influenced an event. | **Locate in-depth specific details in a story or drama to support an implicit understanding of a character, setting or event.** | Categorize (graph or list) common important details about a character’s traits that impact or influence event outcomes or development | **When asked questions about a character, setting or event student draws on specific text details as supporting evidence.**  | **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). |
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| **RL.4.4** 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). |  Questions for RL.4.4 Delaware Questions <http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>• What is the meaning of \_\_\_\_\_\_ on page 2? * What is meant by the phrase, “Put on your thinking cap,” in paragraph 4?

• Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5? • What does it mean to have the Midas touch? How does this reference help the reader understand the character in the story? • What is meant by a Herculean task? How does this reference help the reader understand the task the character faced? | Teacher Hints: Use context clues to determine the meaning of words and phrases.Goals:1. Determine the meaning of words and phrase.
2. Determine the meaning of words that allude to characters found in mythology.
 | Resources:[Words in Context Lesson](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_5.pdf)[Types of Context Clues - Lesson](http://www.fcrr.org/studentactivities/v_041c.pdf)[Word Share Activity](http://www.fcrr.org/studentactivities/v_039c.pdf)[Word Winner Lesson](http://www.fcrr.org/studentactivities/v_044c.pdf)[Using Words with Precision](http://www.fcrr.org/studentactivities/v_036c.pdf) |
| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** |
|  **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | **DOK 1 - Cf** | **DOK 2 -Ch** | **DOK – 2 APg** | **DOK 2 - APm** | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Recall the meaning of words and phrases read and discussed in class, including those that allude to mythology. | Understand and use Standard Academic Language terms: context clues, affixes, parts of speech, significant, mythology, allude, words and phrases.L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), | Select words to match definitions or in cloze structure that have been taught formally in class. | **Answer questions that demonstrate an understanding of academic and domain specific words and phrases taught in class.** | Concept Development:Student understands that word and phrase meaning is clarified through text (context clue strategies, etc…). | **Use language structures (pre/suffix) or word relationships (antonyms/synonyms) to determine targeted word meanings.****L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).** | **Use context to identify the meaning of targeted words/phrases.****L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase** | **RL.4.4** 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). |
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**Quarter 2**

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| **RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems, (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | Questions to ask students for RL.4.5:<http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* Explain the major differences between poems, dramas and prose.
* What are the structural elements of a drama/poem/story?
* How do the structural elements of \_\_\_\_ help the reader understand the story/poem/drama or its message?

How do the structural elements of \_\_\_\_\_ contribute to the telling of the story/poem/drama or its message? | Teacher Hints:**Poetry**: Spoken or written language a pattern of rhythm or meter.Poetry has the structural elements of verse, rhythm and meter.**Prose**: Not organized with formal patterns (structure) of verse.**Drama:** A story told in verse or prose usually involving conflicts and emotions through action and dialogue and typically designed for theatrical performance.Drama has the structural elements of casts of characters, settings, descriptions, dialogue and stage directions.[Chart: The Differences Between Poems and Prose](http://www.readwritethink.org/files/resources/p-as_docs/PoetryandProse.pdf) |
| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 Kc** | **DOK 1 - Cd** | **DOK 2 - CH** | **DOK 2 - APn** | **DOK 2 - ANt** | **DOK 3 - Cu** | **Standard** |
| **Path to DOK 2,3****Reading Literature CCSS****Learning Progressions** | Answers questions about **basic** details in a poem, drama or prose (questions about characters, settings, dialogue, verse, rhythm, meter, stage directions). | Define (understand and use) standard academic language - terms of**Poems/prose** - verse, rhythm, meter and of ..**Drama** – casts of characters, setting, descriptions, dialogue, stage directions | **Identifies which elements are found in poems/prose (rhythm, meter, verse).** **Identifies which elements are found in drama** **( characters, setting, descriptions, dialogue, stage directions)** | Explains how the structural elements of **poems/prose** help the reader to understand the message.Explains how the structural elements of **drama** help the reader to understand the drama.  | **Write or speak about a poem or drama referring to the text structures that contribute to the understanding of the text (verse, rhyme, meter – casts, settings, descriptions, dialogue)** | Explain the structural elements/ differences between poems/prose and drama.  | **Answer specific questions about a poem/prose or drama by referring to the unique elements of each as supporting evidence.** | **RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems, (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text |
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**Quarter 2**

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| **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. | Questions to ask students for RL.4.6:<http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* Compare and contrast the point of view from which \_\_\_\_ (text title) and \_\_\_\_ (text title) are narrated. Use examples from both texts in your comparison.
* Is telling the story from the first-person point of view effective? Why or why not?
* Which point of view is the story written from? Explain how you know.
* How can the point of view from which the story \_\_\_\_ is written from affect the reader’s interpretation of the story?
 | Teacher Hints: ***First and third person point of view are addressed for the first time in grade 4***.[Point of View Graphic Organizer](http://www.somers.k12.ny.us/intranet/skills/organizing/pointview/ptofview.pdf)[First and Third Person Point of View Worksheet](http://www.studyzone.org/testprep/ela4/o/pointofview4p.cfm)[Point of View Practice Worksheet](http://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet.pdf)[Point of View Practice Worksheet 2](http://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet-2.pdf)[Point of View Practice Worksheet 3](http://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet-3.pdf)[Point of View Practice Worksheet 4](http://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet-4.pdf)[3 Circle Venn Diagram](http://www.readwritethink.org/files/resources/printouts/Venn3Circles.pdf)[2 Circle Venn Diagram](http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf) |
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| **DOK Guide 🡺** | **DOK – 1 Ka** | **DOK – 1 Kc** | **DOK – 1 Cd** | **DOK – 1 Cf** | **DOK – 2 Ch** | **DOK – 2 Cl** | **DOK – 2 ANp** | **DOK – 2 ANs** | **Dok 3 - Cw** |
| **Path to DOK 3,4****Reading Literature CCSS****Learning Progressions** | Recall or refer to key details from a narrator’s point of view in a text. | Define (understand the meaning of …) standard academic language - terms: compare, contrast, point of view, first and third person, and narrator/narration. | **Identifies if a story is told from the first or third person point of view.** | Answers who, what, when, where and how questions about a narrator’s point of view. | Explain the difference between first and third person narrations. | Locates information to confirm if a story is told from a first or third person point of view. | **Compares or categorizes stories told in first person and a third person account (graphic organizers, charts).** | Answers a question about the text by selecting the point of view which is most relevant as evidence (distinguishing between relevant and irrelevant information). | Explains how the point of view in the text may affect the reader’s interpretation of the text. |
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**Quarter 2**

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| **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. |  Questions to ask students for RL.4.6<http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* Why does the author tell the story in the third-person point of view instead of the first-person point of view?
* How would the story be different if it had been told in the first-person point of view rather than the third-person point of view?
* Which story is more effective—the one told from the first-person point of view or the one told from the third-person point of view?
 | Teacher Hints: * **First Person**: The narrator tells the story from his/her perspective using I, me, we, etc..
* **Third Person Limited Point of View**: The narrator tells the story using third person pronouns but limits herself to what one character can sense (much like first person limitation).
* **Third Person Omniscient Point of View**: The narrator uses third person pronouns (he/she/they, etc...) and is “all knowing” not limited by time or space.
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| **Grade 4** | **Path to DOK - 3** | **Path to DOK – 4** |
| **Continued from previous page** | **End Goal** |
| **DOK Guide 🡺** | **DOK 3 - ANz** | **DOK 3 - ANA** | **DOK 4 - ANN** | **DOK 4 - ANP** | **DOK 4 - SYU** | **Standard** |
| **Path to DOK 3,4****Reading Literature CCSS****Learning Progressions** | Analyze the relationship between two or more characters’ points of view (similarities and differences). | Analyze how the author’s use of the literacy device - point of view, influenced the decision to write the story from a first or third person’s point of view (text critique). Was it affective? Why? | **Analyze the same character’s point of view in two or more texts by the same author (i.e., chapter books). Did the character’s point of view change? Was it told in first or third person?** | Gather, analyze, and organize multiple accounts of first and third person narrations (graphic organizer, t-chart, Venn diagram, etc.) across two or more texts. Organize by similarities and differences. | **Synthesize multiple accounts of first and third person narrations in order to compare and contrast points of view from which different stories are narrated (for a purpose or outcome – i.e., essay, etc...).** | **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. |
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**Quarter 2**

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| **RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Questions to ask students for RL.4.7<http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* How does watching a play help a reader understand stage directions?
* How is reading \_\_\_\_\_ (a drama) the same and different from viewing the drama? Use examples from each version to support your answer.
* How is reading \_\_\_\_ (text title) the same and different from viewing a filmed version? Use examples from each version to support your answer.
* How is reading \_\_\_\_\_ (text title) the same and different from hearing an oral presentation of it? Use examples from each version to support your answer.
 | Teacher Hints: ***Descriptions are different than directions in a text compared to dramas*****Elements of Drama****Description**: the process of telling what was seen and heard during a performance**Directions**: descriptive or interpretive comments that provide the readers and actors with information about the dialogue, setting and action.**Drama:** Elements – chiefly dialogue between characters **Oral**: Written traditions[Students Practice Reading Strategies On-Line](http://reading.ecb.org/student/index.html)[The Frog Prince](http://www.learnnc.org/lp/pages/3409?ref=search) |
| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 – Cf** | **DOK 2 – Ch** | **DOK 2 – Cl** | **DOK 3 – ANp** | **DOK 3 – ANt** | **Standard** |
| **Path to DOK 3****Reading Literature CCSS****Learning Progressions** | Recall basic details and events about a story or drama (read and discussed in class).Recalls the differences between a drama and written text. | Define (understand the meaning of…) standard academic language - terms: text, drama, stage directions, descriptions, visual presentation, oral presentation, connections and versions. | **Identify descriptions in a written text about a specific event.****Identify when the author uses dialogue, setting & characterization in a written text.**  | **Identify descriptions in a drama or oral presentation about specific events.****Identify dialogue, setting and action about a specific event in a drama or oral presentation** | Answer who, what, when, where and how questions about specific events in a text and a drama or oral presentation. | **Explain how events are portrayed the same or differently in a text written both as a story and a drama (use descriptions of the events).** | Locate elements of description or direction to answer questions about characters in a written text, drama or oral presentation. | Compare the same story in a written format to its **drama** presentation.Compare the same story in a written format to its **oral** presentation. | **Identify where two versions of the same story reflect specific descriptions or directions in a text or drama (graphic organizer).** | **RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
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| **RL.4.9** 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. | Questions for RL.4.9: <http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>\_\_\_\_\_\_ (text title) and \_\_\_\_\_ (text title) have similar themes. How are the authors’ treatments of that theme alike and different? Which author is more effective in relaying this theme? Why? Use examples from both texts to support your answer. (Texts selected should be stories, myths, and traditional literature from different cultures.) • \_\_\_\_\_\_ (text title) and \_\_\_\_\_ (text title) have similar topics. How are the authors’ treatments of that topic alike and different? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts selected should be stories, myths, and traditional literature from different cultures.) • Both \_\_\_\_\_\_ (text title) and \_\_\_\_\_ (text title) are quest tales. How are the patterns of events alike and different? Which text is more interesting? Why? Use examples from both texts. | Teacher Hints: For themes – use stories. For topic – use myths. For patterns of events – use “quest” literature.Goals:1. Compare and contrast the treatment of similar theme in literature.
2. Compare and contrast the treatment of patterns of events in literature.
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| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Ck** | **DOK 2 - Cl** |
| **Path to DOK 4****Reading Literature CCSS****Learning Progressions** | Recall details, facts or events about stories and myths from different cultures (texts read and discussed in class). | Understands and uses Standard Academic Language terms: compare, contrast, theme, and author’s treatment or approach, myths, traditional and cultures. | Identifies when asked the literary elements of selected stories, myths, or traditional literature from different cultures.Elements: Characters TopicSetting Patterns ofEvents OppositionTheme | Answer who, what, when, where or how questions about patterns of events in stories and myths from different cultures in a text read and discussed in class. | Concept Development:Understands that stories with similar themes or topics are presented differently at times based on the culture.  | Identifies the topic or theme in traditional stories or myths from different cultures. | **Locate the specific pattern of events seen in myths from different cultures in two or more texts (good and evil, quests, opposition).** |
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| **RL.4.9** 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. | Resources:[Compare and Contrast Venn Diagram Rubric](http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-rubric-30202.html#ideas)[Side by Side Narrative Stories Study](http://www.fcrr.org/studentactivities/c_010c.pdf)[Greek Myths](http://www.activityvillage.co.uk/greek-myths)[Scholastic On-Line Hercules Text](http://teacher.scholastic.com/writewit/mff/greece.htm)[Homepage for Greek Heroes](http://www.mythweb.com/heroes/heroes.html)[A Few Ideas from Pinterest](http://www.pinterest.com/brennalf/rl44-determine-the-meaning-of-words-and-phrases-as/) |
| **Grade 4** | **Path to DOK - 3** | **Path to DOK - 4** |
| **Continued from previous page** | **End Goal** |
| **DOK Guide 🡺** | **DOK 2 - ANp** | **DOK 2 - ANr** | **DOK 2 - ANt** | **DOK 3 - Cv** | **DOK 3 - ANA** | **DOK 4 – ANN** **Standard** |
| **Path to DOK 4****Reading Literature CCSS****Learning Progressions** | **Categorize the pattern of events seen in two or more stories, myths or traditional literature from different cultures (graphic organizers).** | Analyze the structure of the pattern of events in myths from different cultures (tales of the past, origins, morals. (i.e., How are the events unfolding…sequentially? Cause/effect?) List on a structural graphic organizer.  | Understands the characteristic text features of myths, stories and traditional literature from different cultures (i.e., what features do you normally see in myths? In stories? - Aesop’s fables – have characteristics of a lesson or message, etc…). | **Identify similar topics or themes between selected stories, myths, or traditional literature from different cultures (compare a topic or theme using a Venn diagram).** | **Analyze author’s craft in stories, myths, or traditional literature from different cultures ( is the author using personification? hyperbole? suspense? flashback?).** | **RI.4.9** Compare and contrast the treatment of similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. |
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| **Common Core State Standards Reading Informational Text Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard.  |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*http://l.thumbs.canstockphoto.com/canstock3354940.jpgRoyalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Moucka  |
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**Quarter 1**

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| **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. |  Questions to ask students for RI.41:<http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* Which details and/or examples from the article support \_\_\_\_\_\_?
* Based on the information in \_\_\_ which \_\_\_\_ is best for \_\_\_\_?
* As a result of \_\_\_\_ what will most likely happen to \_\_\_\_?
* Which \_\_\_ is most important? How do you know?
* How are \_\_ and \_\_\_ alike and different? How do you know?
 | Teacher Hints: ***The CCSS specify four types of informational text****: literary nonfiction, expository, argument or persuasion, and procedural.*[Predict and Infer Graphic Organizer](http://www.havefunteaching.com/worksheets/graphic-organizers/predicting-outcomes/predict-and-infer-graphic-organizer.pdf)[Inference Organizer](http://havefunteaching.com/worksheets/reading/inferences/inferences-worksheet-7.pdf)[Narrative Pyramid Graphic Organizer Reflect on Key Ideas and Details](http://www.readwritethink.org/files/resources/printouts/narrative-pyramid.pdf) |
| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Cj** | **DOK 2 - Cl** | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Answer questions about details or examples in an informational text previously read in class. | Understand the meaning of the words/terms standard academic language: details, examples, refer, explicit, draw inferences | **Answers who, what, when, where and how questions about details or examples found explicitly in the text.** | Conceptual DevelopmentAsks or answers questions about details in a text demonstrating an understanding that details and examples can provide information explicitly found in the text. | **Draws basic inferences (not too implicit) using details and examples from the text.** | **Locates information that is explicitly found in the text or for drawing inferences.** | **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. |
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**Quarter 1**

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| **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. |   Questions to ask students for RI.4.2:<http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* What is the main idea of \_\_\_?
* What key details support the main idea of \_\_\_\_?
* Summarize the information in the text.
* Explain how key details in each paragraph support the main idea of this article.
* What words in this sentence, line or paragraph are the most important and why?
* If you could choose one idea from this page as the most important one, which would it be and why?
* How can you tell the author thinks a certain idea is the most important and why?
* What is the most important idea you’ve gotten from the text and why?
 | Teacher Hints: ***This is the first time the word summarize is addressed in informational text.***Four Important Skills to Develop Main Idea 1. **Summarize** sentences, paragraphs and passages. 2. **Generating questions** – students have to decide which information is important enough to ask questions about. 3. **Clarify** – students realize that concepts or words can make text hard to understand when they are asked to clarify meaning. 4. **Predicting** – prepares students to use their background knowledge – reading to prove or disprove not only sets a purpose but helps determine a main idea.[Reciprocal Teaching](http://www.vdoe.whro.org/elementary_reading/ReciprocalTeaching1-20-2010_F8_FastStart_512k.swf) |
| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 – Ci** | **DOK 2 - Ck** | **DOK 2 - Cl** | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Recall or locate key details from an informational text read and discussed in class. | Define (understand meaning of…) standard academic language- terms: theme, key details, main idea, summarize, informational text terms: articles, reports, “how-to books,” reference books, etc... | Answers who, what, when, where and how questions about scientific, technical, historical and informational texts. | Concept DevelopmentExplain how key details support the main idea using examples from a text. | **Summarize the events of a text or passage (article)** **using the key details as a guide.** | **Determine the main idea of a text.** | **Locate explicit-implicit details in the text that support the main ideas or generalizations about a main idea.** | **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
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**Quarter 1**

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| **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Questions to ask students for RI.4.3: ***(After each question ask students what information from the text supports their answer).***<http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* What is the effect of \_\_\_\_\_?
* What caused \_\_\_\_?
* Why is it important to \_\_\_ before/after \_\_\_\_?
* Explain how \_\_\_\_, \_\_\_\_\_\_\_.
 | Teacher Hints:**Events**: Chronology - Timelines**Procedures**: Step by Step Descriptions**Ideas or concepts**:[Sequence of Events Graphic](http://www.readwritethink.org/files/resources/printouts/SequenceEvents.pdf)[History Frame](http://www.readingquest.org/pdf/hist_frame.pdf)[History Frames Directions](http://www.readingquest.org/strat/storymaps.html)[Timeline Graphic Organizer](http://www.havefunteaching.com/worksheets/graphic-organizers/sequencing/sequence-timeline-graphic-organizer.pdf)[A Lesson on Concept Mapping](http://www.activateevolution.ca/GettingAround/educators/pdf/LessonPlan2.pdf) |
| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 – Cj** | **DOK 2 – Ck** | **DOK 2 – ANs** | **DOK 3 - Cu** | **DOK 3 – ANz** | **Standard** |
| **Path to DOK 2,3****Informational Text****Learning Progressions** | Locate or recall basic facts in a historical, scientific, or technical text read and discussed in class. | Define terms (standard academic language): events, procedures, ideas, and concepts, historical, scientific and technical. | **Describe what happened in a historical, scientific, or technical text (based on specifically asked questions).** | **Explain why an event happened based on specific information in a historical, scientific, or technical text (cause and effect).** | Make basic inferences in informational text about what may happen and why using specific information. | Identify main ideas in a historical, scientific, or technical text. | **Distinguish between relevant and irrelevant information in a historical, scientific, or technical text.** | Explain ideas using specific information from a historical, scientific, or technical text.  | **Analyze the interrelationship between an event in a historical text, analyzing what happened and why (continue for procedures, ideas or concepts).** | Connect events to historical text.Connect procedures to a technical text.Connect ideas or concepts to a scientific text. | **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
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| **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. |  <http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* What does the word \_\_\_\_\_ mean in paragraph 2?

• Which words help the reader understand the meaning of\_\_\_? | Teacher Hints: The words can be embedded in other lessons.Goals: Determine the meaning of words and phrases. | [Many, Many Context Clue Sites](http://ethemes.missouri.edu/themes/1641)<http://www.confusingwords.com/>[Compare and Contrast Structures for ELLs - Article for Teachers](http://www.ldonline.org/article/40005)[Compare and Contrast Structures in Expository Text Lesson](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html)[Compare and Contrast Charts](http://www.readingquest.org/strat/compare.html)[Compare and Contrast Strategy (1 page resource for teacher)](http://teacher.scholastic.com/products/classroombooks/pdfs/mini_comp3.pdf)[Compare and Contrast Venn Diagram Rubric](http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-rubric-30202.html#ideas)[How to Use Clue Words to Determine Meaning - Video for kids!](http://learnzillion.com/lessons/1621-use-clue-words-to-determine-the-meaning-of-unfamiliar-words) |
| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | **DOK 1 - APg** | **DOK 2 - APN** | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Recall and Locate domain-specific words and phrases studied or discussed in a text (basic recall of location). | Understands and uses **Academic Standard Language** accurately: determine, general, academic, domain, specific, words, phrases, relevant. | **Select words to match definitions or cloze structure when meaning is clearly evident**.**L.4.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), |  **Use language structures or word relationships to determine targeted word meanings.****L.4.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph | **Use context to identify the meaning of targeted words/phrases.****L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | **L.4.5b** Recognize and explain the meaning of common idioms, adages, and proverbs. | **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. |
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**Quarter 2**

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| **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | Questions to ask students for RI.4.5:<http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* What is the overall structure of this article? What is the most likely reason the author chose that structure?
* What is the overall structure of paragraph \_\_\_\_?
* Why is chronological order a good way to organize the information in this article?
* Why is cause/effect a good way to organize the information in this article?
* **Cause and Effect:** How did cause lead to effect? What are people’s reactions?
* **Chronology:** What is time span from first event to last? How does author transition to each event? What do all events explain?
* **Compare and Contrast:** What is being compared? Similarities and differences? What are the most significant similarities and differences?
* **Problem and Solution:** What has caused the problem? Is there more than one solution?
* Has the problem been solved or will it be in the future?
 | Teacher Hints: There are actually four goals in standard 4.5 (i.e., understanding four informational text structures). Although this standard has a DOK of 2, much time should be spent throughout the year understanding these text structures and the clue/transitional words that go with each.[Understanding Semantic Clues in Text Structure](http://www.nciea.org/publications/TextStructures_KH08.pdf)[Constructing Meaning Systematic Approach to ELD - Dutro](http://syseld.elachieve.org/)[Amazing Expository Text Structure Charts and Graphs!](http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf)[Basic Definitions of Each Text Structure in Grade 4](http://mhschool.com/lead_21/grade5/ccslh_g5_ri_2_2c.html)[Text Structure Charts in English and Spanish](http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA_res_TxtStruc_ORS_Module%20copy.pdf) |
| **Grade 4** | **DOK - 1** | **DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Cl** | **DOK 2 - APn** | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Recall basic facts about events, ideas or concepts in a text (read and discussed in class) specific to the structure being studied. | Define text structures as appropriate to the text (standard academic language) (chronology, comparison, cause/effect, and problem/solution). | **Answer event, idea, concept or informational questions which involve locating answers within the specific structure type being studied.** | Conceptual DevelopmentExplain the purpose of chronology, comparison, cause/effect and problem/solution text structures. | **Identify and Give Examples of each of these text structures:*** **Chronology**
* **Comparison**
* **Cause/effect**
* **Problem/solution**
 | **interpret events, ideas, concepts or information for a specific purpose,** **(e.g., essay, report) within a specific text structure (shows understanding of using semantic clues).** | **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
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**Quarter 2**

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| **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |   Questions to ask students for RI.4.6<http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* Explain how the firsthand and secondhand accounts of the \_\_\_\_\_are similar and different. Use examples from both accounts in your answer.
* Describe the differences in focus and in the information provided between the firsthand and secondhand accounts of \_\_\_\_\_\_. Use examples from both texts in your explanation.

  | Teacher Hints:**A firsthand account** is a primary source (firsthand evidence).**A second hand account** is a secondary source.[Teaching Primary and Secondary Sources](http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources/~/media/28B922F0D31D4953A1B6E9F990789A8D.ashx)[Article Library of Congress Primary Sources in the CCSS](http://www.loc.gov/teachers/tps/journal/common_core/article.html)[Primary or Secondary Source Guidelines and Links](http://www.myteacherpages.com/webpages/ttravis/social_studies_class.cfm?subpage=788062)[Primary Sources for Social Studies](http://www.icsd.k12.ny.us/cayugaheights/library/primarysources/index.html)[Lesson Plan Jamestown Primary Sources](http://www2.rps205.com/Parents/Academics/Learning/History/Documents/5th%20Grade%20Native%20Americans/Jamestown%20Primary%20Sources.pdf)[Primary Source Sets and Lesson Plans Aligned to CCSS](http://www.calisphere.universityofcalifornia.edu/for-teachers.html) |
| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
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| **DOK Guide 🡺** | **DOK – 1 Ka** | **DOK – 1 Kc** | **DOK – 1 Cd** | **DOK – 2 Ch** | **DOK – 2 Cl** | **DOK – 2 APo** | **DOK – 2 ANp** | **DOK – 3 Cu** | **DOK - 3 Cw** |
| **Path to DOK 3,4****Informational Text****Learning Progressions** | Recall facts from a first and secondhand account of the same event or topic (previously read in class). | Define (understand the meaning of) standard academic language terms: compare, contrast, firsthand/secondhand account, perspective, point of view, bias and focus. | Answer who, what, where, when or how questions about a first and secondhand account of the same event or topic. | Concept DevelopmentIdentify a first person or third person account of an event or topic. | **Identify the focus of a first person account of an event or topic.****Identify the focus of a third person account of an event or topic.** | Obtain specific information from a first person account.Obtain specific information from a third person account. | Categorize similarities and differences in facts from a firsthand and a secondhand account (graphic organizer). | Connect ideas about a topic or event between a first and secondhand account using specific examples from a text. | **Explain how a firsthand account and a secondhand account could influence how readers interpret an event or topic.** |
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| **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |   Questions to ask students for RI.4.6 <http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* Explain why the firsthand and secondhand accounts of \_\_\_\_ are similar and different. Use details from both accounts in your answer.
* Explain why the firsthand and secondhand accounts of the \_\_\_\_have a different focus and present different information. Use details from both texts in your explanation.
 | [Primary Sources on the Web Eduplace](http://www.eduplace.com/ss/hmss/primary.html) |
| **Grade 4** | **Path to DOK - 3** | **Path to DOK – 4** |
| **continued from previous page** | **End Goal** |
| **DOK Guide 🡺** | **DOK 3 - ANz** | **DOK 3 - EVD** | **DOK 4 - ANN** | **DOK 4 – EV4** | **DOK 4 - SYU** | **Standard** |
| **Path to DOK 3,4****Informational Text****Learning Progressions** | Analyze the differences between a first and secondhand account of the same event or topic (categorize, list). | **Compare and contrast a firsthand and secondhand account in order to evaluate which has the most impact. Explain why.** | Analyze multiple sources of evidence from first and secondhand accounts about the same event or topic. | Evaluate relevancy, accuracy and completeness of information from multiple sources of first and secondhand accounts. | **Synthesize multiple firsthand and secondhand accounts of the same event or topic for the purpose of drawing a conclusion about a topic or event.** | **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
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**Quarter 2**

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| **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | Questions to ask students for RI.4.7:<http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>* How does the diagram help the reader understand how \_\_\_\_? Use examples from the diagram and the text to support your answer.
* Explain how the chart helps the reader understand \_\_\_\_ Use examples from the chart and the text in your answer.
* How does the diagram help the reader understand the directions? Use examples from the diagram and the text in your answer.
* How does the graph contribute to the reader’s understanding \_\_\_\_? Use examples from the graph and the text in your answer.
* How does the timeline contribute to the reader’s understanding of the development of \_\_\_\_\_? Use examples from the timeline and the text in your answer.
 | Teacher Hints: ***The terms charts, graphs, timelines, animation and interactive web elements are addressed for the first time in grade 4.***[Informational Text Features List](http://ferguson.dadeschools.net/Faculty/Literacy/2011-2012/Text_Features_Chart.pdf)[Lesson Plan Newspapers The Ultimate Informational Text](http://www.nynpa.com/docs/nie/niematerials/06TeachGuide1.pdf)[Aligning Charts and Diagrams with Informational Text Structures](http://curriculum.austinisd.org/la/hs/9th/documents/ELA_Grade9_2nd_Six_Weeks_Informational_Text_Handout.pdf)[Timeline Graphic Organizer](http://www.hcschools.org/literacy/Graphic%20Organizers/timeline1.pdf)[Analysis of Informational Text for Charts, Graphs, Diagrams, Timelines..](http://www.hcschools.org/literacy/Resources/COMPANDFLU/itNoticingUsingReadersTools.pdf) |
| **Grade 4** | Path to DOK - 1 | Path to DOK - 2 | Path to DOK - 3 |
|  | End Goal |
| DOK Guide 🡺 | DOK 1 - Ka | DOK 1 - Kc | DOK 1 – Cf | DOK 2 – Ch | DOK 2 – Cl | DOK 2 – APn | DOK 3 – C? | DOK 3 – AN? | Standard |
| **Path to DOK 3****Informational Text****Learning Progressions** | Locate or recall basic facts and details on a chart, graph, diagram, time line, animation or interactive elements (previously read and discussed in class). | Define (understand the meaning of…) standard academic language terms: relevant, interpret, contributes, presented, and visual information (charts, graphs, etc...). | Answer who, what, when, where questions about information presented in different visual formats.Answer questions explaining how information helps the reader to understand a text. | Concept DevelopmentExplain how text features found in visual, oral or quantitative charts, graphs, diagrams, time lines, animations or interactive elements contribute to locating information about a topic. | **Interpret information found in charts, graphs, diagrams, time lines, animations or interactive elements for a specific purpose (i.e. answering a question).** | **Show the ability to use and obtain information independently found in text features such as; charts, graphs, diagrams, time lines, animations or interactive elements (new materials not read or discussed in class).** | Select supporting details in a visual representation as evidence of a central idea. | **Categorize information in charts, graphs, diagrams, etc...(visual representations) explaining how each contributes to an understanding of the text in which it appears.** | RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears |
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| **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text. |  <http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>• How does the author support the idea that \_\_\_\_\_? Use examples from the article to support your answer. • Do the reasons and evidence provided in the article support the points the author is making? Why or why not? • Which reasons and evidence does the author use to support the points he/she makes about \_\_\_\_\_? How do these reasons and evidence help the reader understand the points the author makes?  | Teacher Hints: Be sure students understand the definition of “evidence.” CCSS Appendix B: Points of View ties in with author reasons/purposes – fact/opinion and works well with opinion/argument writing.Goals:1. Explain how an author uses reasons and evidence to support points in a text.
 | Resources:[RI.4.8 On-Line Practice Test](http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=159)[Voting Lesson Plan for RI.4.8](http://www.readwritethink.org/classroom-resources/lesson-plans/voting-what-about-396.html)[Understanding Author's Point of View](http://www.mpsaz.org/rmre/grades/grade5/homework_help/files/point_of_view.pdf)[Mini-Lesson Point of View](http://hbavenues.com/highpoint/library/pdf/HP_LL_SL_B5_5.pdf)[Developing Evidence Based Arguments from Text](http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html)[A Few Ideas for RI.4.8](http://www.cpalms.org/Public/PreviewStandard/Preview/5773) |
| **Grade 4** | **DOK - 1** | **DOK - 2** | **DOK - 3** |
|  | **End Goal** |
| **DOK Guide 🡺** | DOK 1 - Ka | DOK 1 - Kc | DOK 1 – Cf | DOK 1 – Ch | DOK 2 – Cl | **DOK 2 - ANs** | **DOK 3 - Cu** | **DOK 3 - Cv** | **DOK 3 - ANA** | **DOK 3 - ANB** | **Standard** |
| **Path to DOK 3****Informational Text****Learning Progressions** | Recall basic facts and particular points in a text (read and discussed in class). | Understands and use Standard Academic Language terms: reasons, evidence, text, support, inference and particular points. | Answer who, what, when, where and how questions about particular points in a text read –discussed in class. | Concept Development:Understands that points are made in a text to clarify or support reasons. | **Locates reasons to support particular points made in a text (questions, discussions).** | **Distinguishes reasons that are relevant or irrelevant evidence to support a particular point in class (i.e., “Does this support what the text says or not?”).** | Explains how an author connects points to reasons. “What did the text say to support\_\_\_?” | Identify the reasons in a new text (not read/discussed) that support a topic | Analyze how the author shows that he/she supports particular points in a text (“Does the author give implicit/explicit evidence?”). | **Supports a point with reasons found explicitly in a text (not a point of view). Constructed Response.** | **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text. |
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| **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | <http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>• Given the information presented in two texts, explain why exercise is the key to good health. • Given the information presented in two texts, explain the causes of the American Revolution.  | Teacher Hints: Integrate means to combine two or more things so they work more efficiently together.Goals: Integrate information from two texts on the same topic. |
| **Grade 4** | **Path to DOK - 1** | **Path to DOK - 2** |
|  | **Continued to next page…** |
| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Ci** | **DOK 2 - Cl** | **DOK 2 - APn** |
| **Path to DOK 4****Informational Text****Learning Progressions** | Locate and recall basic facts from two texts on the same topic read and discussed in class. | Understands and uses Standard Academic Language terms: integrate, information, texts, topic, speak, subject, knowledgeably. | **Answer who, what, when, where or how questions about two texts on the same topic read and discussed in class.** | Concept Development:Understands that information can come from several sources to give the reader a better overall view of a topic. | **Summarize similar information from two texts on the same topic (i.e., “How does text #1 approach the facts, details or ideas of \_\_\_\_ compared to text #2?)** | Locate similar information about facts and details in two texts about the same topic. (Use a graphic organizer to list facts and details). | Obtain and interpret information from two texts on the same topic using text features:* Sidebars
* Bold Print
* Captions
* Subheadings, etc…
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| **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Resources:[U-Tube Teacher Video RI.4.9](http://www.youtube.com/watch?v=Qt4uEJVyBdo)[Compare and Contrast Venn Diagram Rubric](http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-rubric-30202.html#ideas)[Comprehension Strategies for Non-Fiction Texts](http://www.decd.sa.gov.au/northernadelaide/files/links/Non_fiction_booklet.pdf)[Exploring Compare and Contrast in Expository Text](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html?tab=4) |
| **Grade 4** | **Path to DOK - 3** | **Path to DOK - 4** |
| **Continued from previous page** | **End Goal** |
| **DOK Guide 🡺** | **DOK 2 - ANp** | **DOK 2 - ANs** | **DOK 3 - Cu** | **DOK 4 - ANP** | **DOK 4 - SYU** | **Standard** |
| **Path to DOK 4****Informational Text****Learning Progressions** | Compare facts from two texts on the same topic (students look for consistencies – or not- about facts between two texts) | Distinguish relevant and irrelevant information from two texts on the same topic.Compare what each text considered relevant – or not about the topic. | **Connect similar ideas across two texts on the same topic using supporting evidence. (What is the supporting “thread” between the two texts? – what do both authors mention again and again?).** | Gather, analyze, and organize information from two sources on the same topic, reviewing all source information. Criteria: Students organizes the information using his/her own method to support a point. | **Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Write a summary or a full compositional informational piece about the topic.** | **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
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