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Identify Text Evidence to Support Explicit Understanding

Main Idea and Details: Grade 4 Skills

Objectives

- Identify details and examples to explain informational text explicitly.

Additional Resources

There are no additional resources for this module.

Every Inspire lesson plan includes a step-by-step guide with the objectives, additional resources, and all of the lesson components making for an **organized and time-saving experience** for teachers and service providers.

Module Components

PRE-ASSESSMENT

- The pre-assessment consists of eight items that assess students' readiness for identifying details and examples to explain informational text explicitly. It also assesses their understanding of key prerequisite skills that include:
 - Ask questions about an informational text which can be answered from the text.
 - Identify the main idea of an informational text at a grade 3 text complexity.
 - Recount the key details from an informational text.
 - Explain how key details support the main idea of an informational text.

For more information on the pre-assessment, click to see the [Assessment Guide](#).

Assign students the pre-assessment using the Quick Assign button from the selected module on the [Inspire Courses Home Page](#). Tell students that they will complete items on a pre-assessment. Explain that each item may have different directions and that they should read or listen to the directions for each item before completing the tasks. Have students complete each item on the pre-assessment.

WARM-UP

- The warm-up activity, **Jaadu's Solar System Mission**, encourages students to answer items similar to the prerequisite skill items in the pre-assessment. Students help Jaadu gather information about the planets in our solar system before he can get back home. As students correctly answer each item, they will help Jaadu move to another planet to get more information. Once they have answered all the items correctly, Jaadu completes the mission and goes home.



Assign students to the warm-up activity, Jaadu's Solar System Mission, using the Quick Assign button from the selected module on the [Inspire Courses Home Page](#). Tell students that they will help Jaadu get home by gathering information about the planets in our solar system. Explain that for each item they answer correctly, Jaadu will travel to a new planet. Once they have completed Jaadu's mission to gather information about the planets, he will go home. Explain that they should listen carefully to the directions for each item. Once students have completed the activity, ask them what Jaadu does at the end.

Each component is broken down to provide **guidance on its purpose** and how to introduce it to students.

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VOCABULARY WORDS CHART




- Display the **Vocabulary Words Chart**, which can be found using the Navigation Bar. Introduce or review each word or phrase, its meaning and the example of the word or phrase. Find other examples to apply the meaning of the words or phrases. For instance, after you have reviewed the definition and example of the word 'explicit', tell students, "Imagine you are reading a book about volcanoes. The text says, 'There are three types of volcanoes. These volcanoes all have different eruption patterns and power.' If I ask you how many different types of volcanoes there are, could you answer that based on the evidence from the text?" Wait for students to respond and then say, "There are three types of volcanoes. We know that because the first sentence of the text states that. The evidence in the text is very clear and gives us the answer. It is explicit." Challenge students to form a question that could be answered using the second sentence.
- Print the Vocabulary Words Chart, cut out each row of vocabulary words and create a word wall. Add new words as they are introduced. Reference the word wall when teaching and encourage students to use words from the word wall.

| Word | Meaning | Example |
|--------------------|--|---|
| evidence | information found to prove something | There were no signs of a fire in the room. The only evidence was the charred remains of the chair. |
| explicit | written or said in a clear direct way | The report was very explicit about the cause of the accident. |
| detail | a part of an explanation | The rich, sweet-smelling perfume made Goldilocks hungry. |
| example | a person, place, thing, or event that can be used to show how something is done or to illustrate an idea | She had an example of how to write a story. |
| informational text | a type of text that explains the nature of something | On April 10, 2016, Google Mountain View opened its new office in Mountain View, California. The new office is a prime example of Google's commitment to sustainability. |

Teachers receive exactly what they need to implement targeted intervention for their students. Supports include scripted lesson plans, differentiation strategies, multiple ways to teach a concept, and more!

Creative ways to engage students and access the learning objectives are also included in every lesson plan.

Have students use a printed Vocabulary Words Chart in one or more of the following ways to strengthen understanding of concepts.

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 - Create a vocabulary word journal using the Vocabulary Words Charts from the modules. Have students include notes and other examples of each word. Have students review and continue to add new words with each module. Remind students to use the journal as a reference when needed.
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 - Cut out or have students cut out each vocabulary word, meaning and example to play a memory game. Students can match words to definitions and examples, and/or sort words into like categories.
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 - Cut out or have students cut out each row and fold so that the word, meaning and example of each word are made into a Vocabulary Words foldable. These can be used as a reference set or to play a game with a partner. Have students draw examples or write notes on the back of each section.

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✓ INTRODUCE

- Ask students if they have read any books about animals or plants. Ask about their favorite book and discuss what they have learned from the book. Encourage students to share a detail or example from a book that may be used to convey a fact about an interesting animal or plant. Say, “We read informational texts to learn information about the world, to understand instructions on how to do things to do, to experience stories and so much more. We can recall and review what we have learned by answering questions. How do we answer questions about what we have read and learned?” Wait for a response. Encourage students to say that we use information from the text to answer questions about what we have read. Say, “Strong readers use details or evidence from the text to help answer questions. In fact, rereading the text helps to make sure we get all the right information and evidence.” Then tell students they will identify details and examples to explain informational text explicitly.
- Review the learning goal with the students: **I will identify details and examples to explain informational text explicitly.**

Evidence and research-based strategies are embedded into every lesson plan, so teachers feel confident that they’re providing students with high-quality instruction and the tools to close their learning gaps.

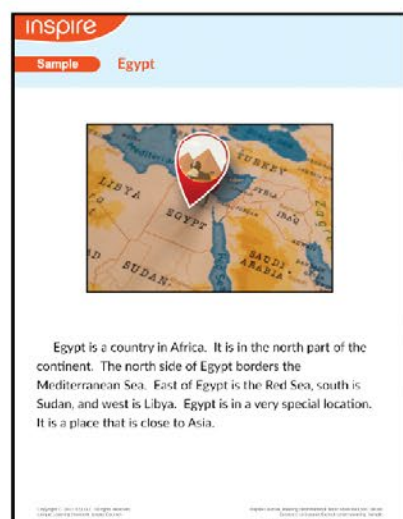
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MODEL

- Display **Guide: Explaining Information from the Text**, which can be found using the Navigation Bar. Tell students that strong readers use evidence from the text to help answer questions. Read aloud the instructions at the top, and then say, “Step one is to read the text.” Prompt students to read the example sentence in the column to the right. Similarly, read aloud and walk through each step of the guide with students. Then say, “This is how we find explicit information from the text and use it to answer the question.”



- Display **Sample: Egypt**, which can be found using the Navigation Bar. Read the title with students and have them look at the picture. Say, “I can ask questions before I read the story to help me understand what I am about to read. I can look at the picture and ask, ‘What is this story about?’ Looking at the picture, I see a map and pyramids. By looking at the title I can predict that the story is going to be about the country of Egypt.” Display the guide and then say, “We will use the steps on the guide as we read to help us answer questions.”



- Read the first paragraph aloud. Use the questions on the side of the teacher view sample and the Marker Tool to highlight the text that helps answer that question. For example, ask, “Where is Egypt located?” Then say, “Now that we have read the text and the question, we need to go back into the text to help us answer the question. I am going to highlight details that I think are important for this question. The beginning of the paragraph says, ‘Egypt is a country in Africa,’ so I will highlight that sentence. It also says, ‘It is in the northern part of the continent,’ so I will highlight that sentence as well. From these two sentences, I can now answer the question. Egypt is located in the northern part of Africa. I know this because the information is explicitly stated in the text.”

What makes Inspire stand out is its gradual release of responsibility approach, aka “**I do, we do, you do.**” Each lesson is designed to begin with explicit instruction from the teacher so students get immediate and personalized feedback, understand the lesson’s expectations, and receive the scaffolded support they need to independently work on targeted skills.

When delivering the lesson, Teacher View shows **embedded teacher-led instruction**, ensuring students receive the targeted support needed to practice the lesson’s skills as they follow along in the student version.

With all of the **supports provided in every lesson plan**, teachers and service providers can save on planning time, use new strategies and tools to reach students and grow professionally, and drive skill acquisition with appropriate challenges for students whose learning style requires teacher-led instruction.