

Comprehension: Claim, Evidence, and Reading (Literary) Grade: 4

LESSON INFORMATION	PASSAGE INFORMATION
<p>Goal: Students read to stake a claim based on evidence, then collaborate to refine their claim.</p> <p>Time: 45 minutes</p> <p>Class Size: Small group</p> <p>Sample Passage Title: Dad's Kitchen Nightmare</p> <p>Materials Needed: Copies of individual poll worksheet; copies of the text <i>Dad's Kitchen Nightmare</i>; whiteboard or chalkboard for students to share ideas</p>	<p>Genre: Literary</p> <p>Grade: 4</p> <p>Passages: Select passages that include rich content and on the higher end of the qualitative and quantitative text complexity continuum for the grade level.</p>

Introduction (10 minutes)

1. Preview the text

- Provide a brief explanation of the text.



We are going to read a new text today. It is about a dad who loses his phone in the morning.

2. Explain the skill

- Provide a brief statement of the purpose of the activity.



Today we are going to use the things we read to support how we think about the text. It is called using evidence. After we read a text, I will share a statement with you. Your job will be to agree or disagree with that statement and use information or evidence from the text to support your answer.

Close Reading – Independent Response (18 minutes)

1. Engage in a group read

- Read the text as a group. Randomly call on students to read portions of the text. Ensure your pattern of calling on students is unpredictable so all students continue to read along.

- Highlight key vocabulary — define the words and provide examples. Have students share examples.
 - complicated
 - detective
 - glance
 - hearty
 - immediately
 - mutter
 - routine
 - sprout
 - squint
 - stumble
- Ask text-dependent questions throughout the reading.

Page	Question	Possible Response
1	How does the narrator like her cereal?	She likes her Corn Crispies with rice milk, crushed walnuts, raisins, sliced bananas, and a sprinkle of cinnamon, just like her dad.
1	What time did the narrator wake up?	She woke up at 5:45 a.m.
1	What did the narrator do before she took a shower?	She poured herself orange juice and read her dad's to-do list.
2	How many siblings does the narrator have?	She has a sister and a brother.
2	What drama did the narrator hear in the kitchen?	She heard her father looking for his phone.
2	What was in the cupboard instead of cereal?	There was a pack of light bulbs.

2	What does “a germ of an idea sprouted in my mind” mean?	It means the narrator is starting to understand what happened to the phone.
3	What was the first item on Dad’s to-do list?	The first item was: Call the office.
3–4	Why does Kendra think that Dad made the phone call while he was changing the bulb?	Since the light bulbs are where the cereal should be, she knows her dad was probably doing too many things at once which made him confused.
4	Where did Dad find his phone?	He found his phone in the kitchen cupboard where the light bulbs should be.
4	Why did Dad dash out the door at the end?	He was late for work.

2. Preview the individual poll activity



Now that we’ve read the text, I am going to share a statement or sentence about the text. Your job is to decide whether you agree or disagree with this statement based on what we have read in the text.

Collecting details and information from the text supports how we think about the text. It is called using evidence. I want you to use evidence from the text to explain whether you disagree or agree with the statement. Your job will be 1) to agree or disagree with that statement and 2) use information or evidence from the text to explain your answer.

3. Post the statement: The narrator wants to be like her dad.

- Read aloud and project or pass around a statement you have created for this text and the individual poll sheet. The statement should solicit a range of responses and text-based discussions. Make sure students are able to agree or disagree with the statement.



Now that we’ve read the text, I want you to think about this statement. Do you agree or disagree? Do you agree strongly or just a little with the statement, or do you disagree strongly or just a little with the statement? Circle the spot on the line that shows how much you agree or disagree.

4. Reread and complete the individual poll



Now you are going to read the text on your own. While you are reading, find pieces of evidence from the text that support your reason for agreeing or disagreeing with the statement. You should find at least three pieces of evidence. Write your evidence in the explain your response section.

Examples of evidence from the text:

1. The narrator says her dad's routine is the most complicated
2. The narrator says : "Like father, like daughter: My favorite breakfast was exactly the same."
3. The narrator reads her dad's to-do list
4. The narrator says, "I knew he was running late, but I was enjoying this too much."
5. The narrator takes the time to help her dad find his phone
6. The narrator says her dad was confused

5. Monitor independent reading

- While students are reading, walk around the room and ask questions.



What new words are you seeing? What new things are you learning? How are you building on what you already knew? What pieces of evidence support your opinion about the statement?

Close Reading – Share and Edit Responses (15 minutes)

1. Pair the students

- Pair each student with another student who had a different response to the statement.



Find a partner who had a different response to the individual poll.

2. Partner discussion

- Prompt students to compare their answers and try to convince their partner of their answer using the cited evidence.



Compare your answers and try to convince your partner that you are correct. Use the evidence you listed.

- Circulate during the discussion. Ask students to clarify their claims using evidence.

3. Prompt students to revisit the individual poll

- Prompt students to indicate whether they agree or disagree with the statement and then answer the question about whether their thinking changed or stayed the same after talking to their partner.



Let's go back to the individual poll. Now that you've talked with your partner, did your answer change? Explain why your answer stayed the same or changed. Use evidence from the text or from your partner.

Wrap Up (2 minutes)

1. Review the results

- Ask students whose agreement or disagreement with the statement changed or stayed the same.



Raise your hand if your partner convinced you to change your response. Raise your hand if your partner didn't.

2. Close the activity



Today we practiced using evidence to support our thinking about a text. We read *Dad's Kitchen Nightmare* together, and then individually. We found evidence to support whether we agreed or disagreed with the statement. We worked with our partners to try to convince them of our point of view based on the evidence we collected.

Common Core Anchor Standards:

CCSS.ELA-LITERACY.CCRA.R.1:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

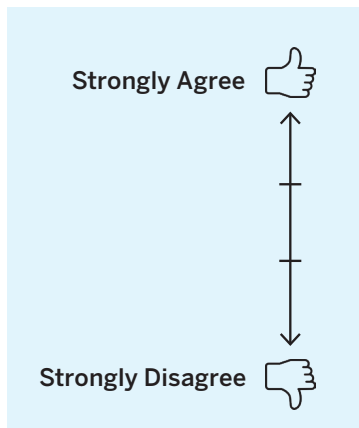
CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

INDIVIDUAL POLL

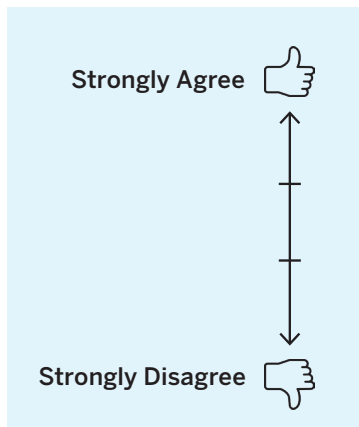
The narrator wants to be like her dad.

- **Poll 1**
Do you agree with the statement?



Explain Your Answer. Use evidence from the text.

- **Sharing**
My partner and I agreed or disagreed. (circle one)
- **Poll 2**
After your discussion, do you agree with the statement?



Has your thinking changed after speaking with your partner? If so, explain what he or she said that caused you to change your answer.

Has your thinking stayed the same after speaking with your partner? If so, explain what he or she said and why it didn't change your answer.