We chose to teach this lesson because in our school we have learning teams, and in learning teams all the 4th grade teachers come together and we decide on a standard that's difficult to teach and difficult for the students to learn, and together we come up and we plan a lesson on how to teach it.

The 4th grade teachers, we all decided to do a Common Core standard 4.1, which we saw was a struggle for the students, which is referring to details in examples in a text when explaining what the text is explicitly and with drawing inferences from the text. Looking at their work, we decided that they need a little more instruction on how to get evidence from the text. They really haven't had experience from 3rd grade giving evidence, so they were really struggling.

We also decided on this standard because in [SBAC 00:01:04] they're going to have to be doing a lot of gathering evidence and writing text evidence to support their answers in several different resources. We thought this would be a good standard to work on.

Said the Common Core state standard is what we're focusing on, which is giving details and examples from the text when explaining what the text is explicitly and when drawing inferences from the text. We want them in this lesson to determine the theme and also provide text evidence to support their answers. We want them to be able whenever they answer written questions that they can always support it with text evidence, they can cite it, they can tell us, they can infer, and show us how they got their answers.

[00:02:00] We're going to assess them by looking at their answers. What they're going to be doing is providing feedback to each other, using a criteria. We already have come up with a criteria for what we want as far as the answers. All the 4th grade teachers came up with a rubric, a holistic and an analytic, and we're all going to use the same rubric, and we all discussed it and we all calibrated how we're going to score all the tests. When we get it back we're going to score their tests using the rubrics, and then come back together and discuss what the outcomes were.

Looking at the outcomes, we're going to decide whether we need to go back and refine our lesson. Maybe just one teacher needs to go back and tweak it, do something different that the other teachers did and we didn't. We'll all be teaching the same lesson and then we'll all come back and discuss the findings.

The criteria was were you able to find text evidence from the text? Were you able to use quotation marks when citing text explicitly? Were you able to say what paragraph or page you got your evidence from? Were you able to find text evidence that supports your answer, directly related to your answer?

When they get their worksheet with their prompt on it, it'll have their criteria so they can check it off and make sure they're getting all of the criteria.

Expectations in the classroom is consistent. The kids already know it. It's a routine. We have procedures. In this lesson we'll be doing small group, so what happens is I'll do the whole group lesson or mini lesson, I'll go over the learning target, go over why it's important. So getting them engaged, getting them to learn the purpose [00:04:00] so they're paying attention. During that time there might be other students who are doing other work. They all have been through the routine of a workshop and they know what expectations are of them, and they should be on task doing what the assignment was for them.

The other ones who are in the lesson, it's just trying to keep it upbeat, keep it quick, keep it short, keep it interesting and get them engaged and asking them questions. What we're going to be doing is modeling what they should be doing. While we're modeling we're going to try and get them to answer, "Is she doing a good job? What do you think she should do? How can she do better?" just so they keep focused.

When they go back to do their independent work, they're going to have their papers with them with a partner, and they'll be giving each other feedback looking at the criteria. What we want them to be talking about is what we had just modeled. Looking at the criteria and we'll sentence [stems 00:05:09] for them, so they're going to say these things. Which is going to be kind of robotic, but it's just a practice, it's the first time they're using it. Later on we hope over the times they'll be able to change it up and tweak it to make it their own.

They'll be seeing things like, "The success criteria says you need to cite with quotation marks. Can you show me in your paper where that evidence is?" They'll just be talking about the criteria and the work and giving them feedback on how to make it better.

It's engaging because, one, we're going to talk about what the purpose is. Why is it important to be able to support your answers with text evidence? They know big test like SBAC is coming up. [00:06:00] They know when they have opinion writing, or any kinds of informational writing, they need to support what they're saying with text evidence. Also, having partners to work with helps them to be engaged. They like working with a friend and getting feedback from a friend. That will help keep them engaged.

The testing, aspect testing, opinion writing, informational writing. We could also use this giving feedback for other lessons. This is just a training with the training wheels, and then later on we're going to try to release them and use it in other places