

# Sample Priority Standard Summary Document

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| Grade: <u>4</u> Subject area: <u>Reading</u>  |   |
| <b>Priority standard:</b><br>R.4.1: Refer to details and example in a text when explaining what the text says explicitly and when drawing inferences from the text.   | <b>Planning</b><br>When will you teach this standard? <ul style="list-style-type: none"> <li>• Unit 2 novel unit</li> <li>• Unit 3 informational text unit</li> <li>• Unit 5 research</li> </ul> What assessment or assessments will you use to measure student mastery? <ul style="list-style-type: none"> <li>• Summary writing</li> <li>• Close and critical reading assignment</li> <li>• Details and examples to support topic sentence or thesis in literary analysis</li> </ul> What will we do for students who have already mastered the essential standard?<br>Work with these students to increase the DOK level of the assignment to a DOK 3. Examples: <ul style="list-style-type: none"> <li>• Compare the inferred theme of two different stories.</li> <li>• Write the summary from a character's point of view.</li> </ul> |
| <b>Unwrapped targets:</b> <ul style="list-style-type: none"> <li>• Refer to details in a text when explaining what the text says explicitly.</li> <li>• Refer to examples in a text when explaining what the text says explicitly.</li> <li>• Refer to details in a text when drawing inferences.</li> <li>• Refer to examples in a text when drawing inferences.</li> </ul>  |   |
| <b>Standard description (in student-friendly words):</b> <ul style="list-style-type: none"> <li>• I can identify details in a text when describing the plot of a story.</li> <li>• I can give examples of events in a text when describing the plot of a story.</li> <li>• I can identify the details of a text that help me make inferences.</li> <li>• I can give examples of events in a text that help me make inferences.</li> </ul> |   |
| <b>Level of rigor or proficiency example:</b><br>The student can write a summary of the story using specific details and examples to depict the main ideas, sequence of events, and inferred theme. (DOK 2)   |   |
| <b>Prerequisite skills and vocabulary:</b> <ul style="list-style-type: none"> <li>• Details</li> <li>• Examples</li> <li>• Inferences</li> <li>• Plot</li> <li>• Main idea</li> <li>• Theme</li> <li>• Summary</li> </ul>   |   |

Source for standard: National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010a). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors. Accessed at [www.corestandards.org/assets/CCSSI\\_ELA%20Standards .pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) on August 21, 2017.