

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<p>College and Career Readiness (CCR) Anchor Standard</p>	<p>Standard: 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.</p>
<p>R.CCR.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.</p>	<p><u>Questions to Focus Learning</u></p> <p>What textual evidence do readers use to support their understanding of an informational text?</p> <p>When citing specific evidence from informational text, explicit references strengthen the validity of an answer.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know that details and examples from informational text should be used as evidence to support assumptions I make when reading informational text.</p> <p>I know an inference is based on details from the informational text and my own prior knowledge and experiences.</p> <p>I can use my own experiences and details from the text to make an inference.</p> <p>I know informational text contains explicit and implicit information.</p> <p>I know there is explicit information in the informational text that will help me find an answer.</p> <p>I know how to choose details and examples from the text that will help lead me to an inference about the text.</p> <p><i>Reasoning Targets</i></p> <p>I can explain the explicit details from the text that serve as evidence for an inference or conclusion.</p> <p><u>Vocabulary</u></p> <p>evidence explicit/explicitly implicit/imply inference/infer reference/refer</p>

Teacher Tips

[Asking Questions 5-Week Mini-lessons](#)—This unit is based upon Debbie Miller’s *Reading with Meaning* text and provides sample mentor texts. The unit could easily be expanded to use other mentor texts at a fourth grade level.

[Explicit Versus Implicit Definition](#)—This eHow website provides a brief definition of how to distinguish between implicit and explicit details for students.

[Explicit Vs. Implicit Strategies](#)—Page 46 of this PDF document provides and formative assessment ideas for working with inferencing with students.

[Fourth Grade Inferences Unit](#)—In this 37-page PDF document, you will find a myriad of resources on making inferences. Suggested mentor texts, graphic organizers, and a variety of strategies to teach inferencing are provided.

[Guided Comprehension: Self-Questioning Using the QAR Strategy](#)—In this lesson plan, students will define and understand the types of Question-Answer Relationships (QARs), answer literal and inferential questions, and identify strategy where the answers were found.

[Inferring Video Clip](#)—This website provides video examples of students modeling how they made inferences about a book using evidence from the text.

[QAR Strategy](#)—In this article, the authors describe how Question-Answer Relationships (QARs) can help provide a framework for questioning activities and make the invisible processes underlying effective reading comprehension more visible to students.

Vertical Progression

- RI.K.1 - With prompting and support, ask and answer questions about key details in a text.
- RI.1.1 - Ask and answer questions about key details in a text.
- RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

The above information and more (e.g., additional resources) can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.4.1](#)