



READING: Literature

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
<input type="checkbox"/>	4RL 1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				What was the author’s purpose in writing this text? What does the author mean when he/she says ____? Which specific details in the text lead you to that conclusion? What can you infer from what you have read so far? Why do you think that____? Can you give specific examples from the text that support your thinking? Academic Vocabulary: infer, example, details, text, specific, support, author’s purpose, explain	
<input type="checkbox"/>	4RL 2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.				What is the main idea of this poem/drama/ story? Which of the following best captures the theme of the text? How do the character’s actions help determine the theme? How do the character’s actions help support the theme? How is the central message conveyed throughout the story? Can you summarize what has happened so far? Convey to your partner in one sentence what the story is about? Academic Vocabulary: theme, details, convey, summarize, message, universal themes, character’s actions, sentence	
<input type="checkbox"/>	4RL 3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).				Describe a character in the story using specific details. Describe the setting of the story using specific details. Describe what happened in the story when ... What do you think _____ looks like (character or setting)? What words does the author use to describe _____(character or setting)? What words let you know what the character was thinking? Why do you think that happened that way in the story? Describe the impact of the setting on the outcome of the story. Did the environment affect the outcome of the story? Academic Vocabulary: describe, specific details, character, setting, location, environment, sequence, major/minor event, dialogue	
Craft and Structure							
<input type="checkbox"/>	4RL 4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 for additional expectations.)				What does the word _____ mean in this sentence? Can you read the words or sentences around the word to help you determine its meaning? What does the phrase _____ mean? What strategies can you use to help you find the meaning of the word? In this sentence, the word _____ means _____. Why do you think the author used this word (<i>mythology term</i>) to describe _____? Academic Vocabulary: definition, example, restatement, sentences, context clues, unknown, phrase, glossary, digital, footnote, mythology	
<input type="checkbox"/>	4RL 5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.				This selection can best be described as _____. Can you show me a verse in this poem? Who are the major characters in the play/drama? Can you explain the difference between a poem and a selection of prose? Find an example of how the author uses rhythm in the poem. Where is this drama set? Explain the differences between a poem and a drama. Can you show me an example of a verse, rhythm, and/or meter in this poem? Academic Vocabulary: rhythm, meter, alliteration, symbolism, theme, cast, verse, stage directions, setting, story	

READING: Literature - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Craft and Structure continued							
<input type="checkbox"/>	4RL 6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.				Is the selection/story written in the first or third person? How do you know? Who is telling the story in this selection? How is the perspective of the narrator different in the stories we read? Are there similarities in the perspective from which these stories are being told? How does the narrator's point of view influence the actions in the story? Academic Vocabulary: compare and contrast, point of view, perspective, narrate, narrator, first person, third person, selections, text, stories	
Integration of Knowledge and Ideas							
<input type="checkbox"/>	4RL 7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.				How are the story and the visual presentation (picture, drawing, video) the same? How are the story and the oral presentation (speech, recording) the same? How does the drawing/visual show what the author is saying? Does the presentation accurately reflect the story? What part of the story or drama is represented by the presentation? Academic Vocabulary: compare, contrast, presentation, visual, oral, drama, version, specific, descriptions, directions	
<input type="checkbox"/>	4RL 8.	(Not applicable to literature)					
<input type="checkbox"/>	4RL 9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.				What is this story about? What is the theme of this text? How is this theme similar to other stories we have read? Can you see any patterns in the events in this story and other stories we have read? How do the events of this text differ from other stories we have read? How is a myth different from a story? How is this version of the story different from the version from (country or culture)? Academic Vocabulary: compare, contrast, treatment, culture, patterns, events, traditional, myth, story, text	
Range of Reading and Level of Text Complexity							
<input type="checkbox"/>	4RL 10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.				What have you read independently lately? What was the reading range of this book? What genres have you read? What genre did you enjoy the most? Have you read multiple books by the same author? Who is your favorite author? Do you think you are ready to move to the next level? Academic Vocabulary: independent reading, genres, literature, level, range, stories, drama, poetry	

Additional Notes from the Student Reading Standards K5

MEASURING TEXT COMPLEXITY: THREE FACTORS

Qualitative evaluation of the text:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text:

Readability measures and other scores of text complexity

Matching reader to text and task:

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A of the California Common Core Standards.

Range of Text Types and Purposes

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Text
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics



Informational Text



READING: Informational Text

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
<input type="checkbox"/>	4RI 1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				What is the message so far? What does the author mean when he/she says ____? Which details in the text led you to that conclusion? Why do you think that____? Can you give specific examples from the text that support your thinking? What was the purpose of this piece? Give examples of other pieces that were written with the same purpose. Academic Vocabulary: inference, example, details, text, specific, support, author, message, purpose, explain	
<input type="checkbox"/>	4RI 2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.				What is the message so far? What is this passage about? Why do you think that? Can you give some details from the text that supports your thinking? Can you give me a sentence that tells what this text was about? Write a short summary about what you learned. How would you summarize what you have read so far? Academic Vocabulary: main idea, text, key details, determine, support, explain, summarize, summary	
<input type="checkbox"/>	4RI 3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.				Can you explain what is happening in this text? Why do you think this is happening? What is the first step in this procedure? Can you explain what step comes next? What is the main idea of this text? What was the result of _____'s idea? Academic Vocabulary: explain, procedure, events, ideas, concepts, historical, scientific, technical text, specific information, results	
Craft and Structure							
<input type="checkbox"/>	4RI 4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.)				What tools can you use to help you find the meaning of this word? What does the word _____ mean in this sentence? Can you read the sentences around the word to help you determine its meaning? What does the phrase _____ mean? Are there any parts of the word that you know? Can you use that to help you figure out the meaning of the word? What strategies can you use to help you find the meaning of the word? Can you use the computer to help you find the meaning of that word? Where can you look in the book to help you figure out what that word means? Academic Vocabulary: domain, prefixes – suffixes, Greek, Latin, multiple meanings, figurative language, dictionary, glossary	
<input type="checkbox"/>	4RI 5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.				How is this organized? Is the author comparing ideas? What happened first? What is the problem in this section of the book? What are some of the causes of ...? What happened when...? What was the result of ...? Academic Vocabulary: organization, structure, text, chronology, comparison, cause/effect, problem/solution, order, events, ideas, sequence, describe, tell	

Continued on next page



READING: Informational Text - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Craft and Structure - continued							
<input type="checkbox"/>	4RI 6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.				Who is providing the information? Where they there at the time that this happened? Compare the account these two people are giving. What are the differences in how they tell the events? Why do you think the information is different? Do you think that the people are looking at the event in the same way? Why might their focus be different? Why do you think the authors describe the events or experiences differently? Academic Vocabulary: accounts, experience, firsthand, secondhand, compare and contrast, focus, topic, describe, difference, information	
Integration of Knowledge and Ideas							
<input type="checkbox"/>	4RI 7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.				What does this chart mean? Can you tell if this is increasing or decreasing? When did this event happen on the time line? How does the diagram help us understand what the topic is? What does the animation mean? Can you explain what the animation is showing? What helped you understand this chart? Is there a legend that can help you figure out what this means? Academic Vocabulary: interpret, information, graphs, charts, legends, diagrams, time lines, animation, increase, decrease, explain, analyze, contributes	
<input type="checkbox"/>	4RI 8.	Explain how an author uses reasons and evidence to support particular points in a text.				Identify at least two points the author is trying to make in this text. Did the author use any evidence to support his thinking? Where on the page does the author use facts to support what he has written? Why did the author write that? Did the author give any reason for writing that? Can you tell me why the author might have written about that? Is there any proof in this text to support what the author says? Academic Vocabulary: reasons, evidence, support, author, proof, explanation, points	
<input type="checkbox"/>	4RI 9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.				What did you learn from this piece of text about <u>topic</u> ? Were there details in this piece that you found in the other text? How are you deciding what details are important enough that you need to include them when you are writing? Did the author of this text write something, that the other author didn't write, that you need to include? How are you keeping track of the information so that you can put it together when you are writing or talking? Does that sound like you know what you are talking about? Academic Vocabulary: integrate, information, combine, topic, details, knowledgeable, subject	
Range of Reading and Level of Text Complexity							
<input type="checkbox"/>	4RI 10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.				Have you tried reading this book about...? The school library has a book about... After you read the chapter in the science book, you might want to read this trade book. Another book about this topic is ... Academic Vocabulary: comprehend, understand, technical text, science, history, social studies, text, complexity, level, range	



READING: Foundational Skills

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Phonics and Word Recognition							
<input type="checkbox"/>	4RF 3	Know and apply grade-level phonics and word analysis skills in decoding words.				Can you make all the sounds in that word in order? Are there any familiar parts in that word that you can use to help you? Do you know any other words like that? When you are not sure what a word is, don't forget to look to see if there are any root or base words you might know. Have you looked to see what the base word might be? Academic Vocabulary: letter-sounds, syllabication pattern, context, skills, roots, base words, affixes, accurately	
<input type="checkbox"/>	4RF 3a.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.					
Fluency							
<input type="checkbox"/>	4RF 4	Read with sufficient accuracy and fluency to support comprehension.				What is your reason for reading this selection? Are the words making sense? What can you do when the story/text doesn't make sense? What strategies can you use to help you understand what you are reading? Don't forget to skim the text, so you know what you will be reading about. Did you scan the page before starting to read? After looking at the question, can you scan the page for an answer? Can you make that sound like you were talking? Academic Vocabulary: self-correction, self-monitoring, fluency, comprehension, re-reading, checking for understanding, genres, purpose, skim, scan, expression	
<input type="checkbox"/>	4RF 4a.	Read on-level text with purpose and understanding.					
<input type="checkbox"/>	4RF 4b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.					
<input type="checkbox"/>	4RF 4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					



Opinion/Argument



WRITING: Opinion/Argument

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Text Types and Purposes							
<input type="checkbox"/>	4W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				What is your piece about? How will you support your opinion? What are your reasons for writing about this? Which details and facts have you included that support your opinion? How is your writing organized? Chronological order, cause and effect...? Does your conclusion restate your opinion? Which words or phrases help move the reader logically between your opinions to your reasons for that opinion? Academic Vocabulary: fact, opinion, text, structure, conclusion, support, reasons, linking words/phrases, transitional words	
<input type="checkbox"/>	4W 1 a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.					
<input type="checkbox"/>	4W 1 b.	Provide reasons that are supported by facts and details.					
<input type="checkbox"/>	4W 1 c.	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).					
<input type="checkbox"/>	4W 1 d.	Provide a concluding statement or section related to the opinion presented.					

Informative/Explanatory



WRITING: Informative/Explanatory

<input type="checkbox"/>	4W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				Are you writing to inform or to explain? What is your topic? What will be your topic sentence? Can you organize your ideas using a cluster web? How will you finish your writing? Is there another word you can use? Let's brainstorm another way to say that. Where are your examples, definitions and details? What do others say about your topic? Can you include a quote from the information? Are there illustrations, or other media you can use as a source to make your text easier to understand? Academic Vocabulary: inform, explain, topic, conclude, specific, precise, vocabulary, section, domain, group/categorize, media, illustrator	
<input type="checkbox"/>	4W 2 a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.					
<input type="checkbox"/>	4W 2 b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.					
<input type="checkbox"/>	4W 2 c.	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).					
<input type="checkbox"/>	4W 2 d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.					
<input type="checkbox"/>	4W 2 e.	Provide a concluding statement or section related to the information or explanation presented.					



Narrative



WRITING: Narrative

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<input type="checkbox"/>	4W 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				<p>Who will your story be about; where and when will it take place? Who is telling the story? What problem will the main character face? How will the problem change the character? Can you add more descriptions to your setting? What actions will the characters take in response to the events in the story? Remember to show, not just tell. Did you lead up to your conclusion? What events will lead up to your conclusion?</p> <p>Academic Vocabulary: problem, character, detail, description, setting, audience</p>	
<input type="checkbox"/>	4W 3 a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.					
<input type="checkbox"/>	4W 3 b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.					
<input type="checkbox"/>	4W 3 c.	Use a variety of transitional words and phrases to manage the sequence of events.					
<input type="checkbox"/>	4W 3 d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.					
<input type="checkbox"/>	4W 3 e.	Provide a conclusion that follows from the narrated experiences or events.					

WRITING STANDARDS: All Genres

Production and Distribution of Writing							
<input type="checkbox"/>	4W 4.	Produce clear and coherent writing (<u>including multiple-paragraph texts</u>) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				<p>Who will be reading your writing? Are you writing to tell a story or to help someone learn more about ...? How will you organize your writing? Is there a thinking map you can use to help you organize your ideas? Is there information you need to include? Where will you add that information? Does this need to be longer? Could you add another paragraph telling about...? Do you think your reader will understand what you are trying to say? Did you write what you meant to say?</p> <p>Academic Vocabulary: clear, coherent, go together, paragraph, develop, organize, purpose, audience, multiple-paragraph, chronological, order, task</p>	
<input type="checkbox"/>	4W 5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)				<p>What will you use to help organize your ideas? Can you create a graphic organizer/thinking map to help you sequence your ideas/events? Can you re-write this so that the ideas/details are clearer? Have you completed your first draft? Did you share with your audience what you intended to say? Have you asked your partner/group to give you feedback about what you have written so far? Is there a better way you could start/end your writing? What is your topic sentence? Have you used your editing/proofreading checklist to help you make any changes?</p> <p>Academic Vocabulary: proofreading, editing, revising, peers, purpose, organize, draft, planning, develop, strengthen</p>	



WRITING STANDARDS: All Genres continued

☐	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Production and Distribution of Writing continued							
☐	4W 6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.				Don't forget to use the correct font, tabs, or spacing when you are typing your paper. Will you save your document, or are you ready to print? Have you used the spell checker to help you edit your writing? You might need to use the thesaurus to say that another way. You might try making this into a PowerPoint, so that you can present your ideas. What online sources might you use to help write your paper? How did your group divide the responsibilities so that you all contributed to completing the project? Academic Vocabulary: Internet, publisher, PowerPoint, working together, save, menu men, font, keyboarding, spell check, word processing, format	
Research to Build and Present Knowledge							
☐	4W 7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.				What will your project be about? Can you narrow your topic? What sources will you use to present information? What online sources might you use? Which key words can you think of to search for additional information about your topic? Do you think someone else might have a different point of view? What do you think your readers will learn after they have read your report? How will you organize your information? How will you keep track of the sources you will use? Academic Vocabulary: aspects, topics, research, project, investigation, sources, primary sources, perspective, cite	
☐	4W 8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.				Ask yourself, "How does this support my topic?" Is this information important to your research? How will you include this information in your report? How will you keep track of the information that you have looked at and the information that you have used? Where can you get information on how to cite the sources you used? Can you say that using your own words? Can you use an organizer to help you group your ideas? What do you need to do if you are using the author's words? How will you keep your notes organized? Academic Vocabulary: list, sources, bibliography, cite, relevant(pertinent), on topic, digital sources, encyclopedia, note-taking, paraphrasing, quoting/quotation, recall, Internet search	
☐	4W 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
☐	4W 9. a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").				What topic did you chose to research? What are some possible sources you might use? What evidence does the author use to support the points being made in the text? How will you support the points you are trying to make? Which details can you add that will make your writing stronger? Have you considered sources that have different points of view? Did you use at least ___ different sources or evidence? What caused you to think or believe that? Do you share the view of the author? Why or why not? Academic Vocabulary: research, analysis, evidence, literary, informational, details, reasons	
☐	4W 9. b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").					
Range of Writing							
☐	4W 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				Write about... You will have ___ minutes to write about ... Don't forget to take a few minutes to plan your writing. You need to include at least ___ sources. Use your proofreading checklist when you are editing and revising. Re-read your writing or ask a peer to read it to see if there are additions you need to make. Your research paper must be at least ___ pages long. As you plan your paper, think about to whom and why you are writing. Academic Vocabulary: research, reflection, revise, proofread, allowed/permitted, history, social sciences, audience	

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.



SPEAKING and LISTENING:

☐	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Comprehension and Collaboration							
☐	4SL 1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.				Have you done your reading? Today, you will be working in your teams. Ask your shoulder partner...? I will give you 1 minute to tell your partner everything you learned about_____. Does everyone understand what their role is for completing the task? Remember if you are partner A, you will talk first, and partner B will listen. Be prepared to ask several questions that you can discuss with your group or partner. If you don't understand, be sure to ask your partner to repeat or to clarify. Be sure that everyone in the group has a chance to add his/her opinion. In light of what has already been said, what are your ideas about this ...? What words can you use to link your ideas to the ideas that we have already talked about? Be prepared to explain your ideas and what you new understanding you have. Can you show the group where you are getting your information?	
☐	4SL 1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.					
☐	4SL 1b.	Follow agreed-upon rules for discussions and carry out assigned roles.					
☐	4SL 1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.					
☐	4SL 1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				Academic Vocabulary: discussion, conversation, group work, understanding, light, role, clarify, link	
☐	4SL 2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				Summarize what you saw. Share the main idea with you partner. How did you decide that these were key details? Tell your group what information the author represented by using the graph/chart. Using your own words, what were the main ideas presented in the video? What media did the author use to present his/her ideas? Why do you think the author chose to present his/her ideas this way? What portion of the text, made you think that? Academic Vocabulary: diverse, media, orally, portion, quantitatively, formats, charts, graphs, video, graphics	
☐	4SL 3.	Identify the reasons and evidence a speaker <u>or media source</u> provides to support particular points.				Why is the speaker trying to make these particular points? What is this (media) trying to tell you? What reasons does the speaker give to support his points? Give an example of the type of evidence the speaker used to support his/her point. Do you believe what the speaker is saying? Why? What reasons made you agree/ disagree with what you heard or saw? Based on what you saw or heard, what conclusions did you come up with? Academic Vocabulary: media, reasons, speaker, support, evidence, points, opinion, conclusions	

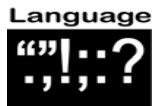


Speaking & Listening



SPEAKING and LISTENING:

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Presentation of Knowledge and Ideas							
<input type="checkbox"/>	4SL 4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				What topic will you be writing about in your report? After studying _____, your group will write a report and make a presentation. Have you included all the key details your reader needs to know _____? How will you organize your information? Sequentially? Cause and Effect? Which graphic organizer can you use to help you organize your story? Have you included all the details that make your experience memorable? Are you including sensory information to help your audience understand your story? Remember to speak slowly and clearly so that everyone can hear you. When you are going over your presentation be sure to use the speaking and listening rubric? How will you make sure that what you will say is relevant to your main idea? What is the theme of your story? Academic Vocabulary: recount, relates, recollections, insights, clear, appropriate, relevant, pace, descriptive, rubric, theme	
<input type="checkbox"/>	4SL 4.a	<u>Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</u>					
<input type="checkbox"/>	4SL 5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				Can you add a graphic that will help others understand your ideas? How will you present your information? Will you use a storyboard or PowerPoint? Can you add a legend to your chart that will help the reader? Can you add sound or video clips to your PowerPoint presentation? Can you insert Clipart, or a picture, to strengthen the details in your report? What information can be displayed visually to enhance the theme or main idea? Be sure to use graphics that are appropriate to your grade level and topic. Academic Vocabulary: enhance, presentation, display, visually, theme, audio recordings, PowerPoint, ClipArt, appropriate	
<input type="checkbox"/>	4SL 6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)				Who is your audience? Will you need to use formal or informal English? Is this a situation when you are talking to friends and family, or are you making a presentation? Use complete sentences when you are responding to questions about the topic. Are you using specific vocabulary that is important to the topic you will be talking about? Are you observing the rules for speaking? As you are presenting your ideas, remember to use the Standard English rules for grammar and punctuation. Are you speaking clearly enough so that your audience can understand you? Academic Vocabulary: contexts, formal, informal, speech styles, discourse, situations, times, Standard English, conventions, grammar	

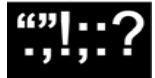


LANGUAGE: Conventions

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development	
Conventions of Standard English								
<input type="checkbox"/>	4L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
<input type="checkbox"/>	4L 1a.	Use <u>interrogative</u> , relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).				<p>Does that sound/look right? Slowly read what you wrote. Did you write what you just said? Listen as I read what you wrote. Did that sound right? Is there another way to write that word that would be better to use here? Can you think of a homograph that might fit here? Could you write that so that I can read it? Do you need help writing that letter/word? What is this sentence missing? Did you tell who did what? Is that a complete sentence, or is it a run-on? Your sentence is grammatically correct, but it doesn't sound right. Did you use your best handwriting? Ask your partner to read your writing and tell you if it is legible. Working with a partner, use the words, who, whose, whom, which, and that in a question.</p> <p>Academic Vocabulary: command, run-ons, fragments, Standard English, grammar, relative pronouns, progressive verb tense, legibly, cursive, italics, modal, conventional sentence patterns, interrogative relative pronouns, relative adverbs, confusing</p>		
<input type="checkbox"/>	4L 1b.	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.						
<input type="checkbox"/>	4L 1c.	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.						
<input type="checkbox"/>	4L 1d.	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).						
<input type="checkbox"/>	4L 1e.	Form and use prepositional phrases.						
<input type="checkbox"/>	4L 1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*						
<input type="checkbox"/>	4L 1g.	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*						
<input type="checkbox"/>	4L 1h.	<u>Write fluidly and legibly in cursive or joined italics.</u>						
<input type="checkbox"/>	4L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing						
<input type="checkbox"/>	4L 2a.	Use correct capitalization.						
<input type="checkbox"/>	4L 2b.	Use commas and quotation marks to mark direct speech and quotations from a text.				<p>Remember to use correct grammar when you are speaking or writing. What are some strategies you can use to help you write correctly? What is the correct way to write the underlined part of the sentence? Which sentence is written correctly? How should this be punctuated? How should this be written to show that someone is talking? There are errors in this sentence; which words should be capitalized? Do you know another word like that? Where can you go to find out how to spell a word?</p> <p>Academic Vocabulary: quote, capitalize, dialogue, direct speech, comma coma, conjunction, coordinating conjunction, simple sentence, compound sentence, affixes, roots, appropriate, dictionary, generalizations, analogies</p>		
<input type="checkbox"/>	4L 2c.	Use a comma before a coordinating conjunction in a compound sentence.						
<input type="checkbox"/>	4L 2d.	Spell grade-appropriate words correctly, consulting references as needed.						



Language



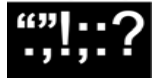
LANGUAGE: Conventions continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Knowledge of Language							
<input type="checkbox"/>	4L 3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
<input type="checkbox"/>	4L 3.a	Choose words and phrases to convey ideas precisely.*				Have you proofread your writing? Have you determined the purpose for your speech/writing/presentation? Have you determined who will be your audience? Is the tone or discourse style appropriate to your audience? Have you followed the rules of punctuation and grammar? Did you practice your presentation with your group, and did they provide you with feedback? Did you use a thesaurus to locate other ways to say _____? Did you use quotes, questions, or exclamations to add emphasis to your writing/presentation? In your discussion with your group, did you talk about using precise language to convey your ideas? How did you check for this language? Academic Vocabulary: convey, precision, precise, differentiate, effect, formal, informal, discourse, shades of meaning	
<input type="checkbox"/>	4L 3.b	Choose punctuation for effect.*					
<input type="checkbox"/>	4L 3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).					
<input type="checkbox"/>	4L 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.					
<input type="checkbox"/>	4L 4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.				4.4 What strategies have you tried to help you figure out what this word means? Have you tried looking in the dictionary, or glossary, to help you figure out that word's meaning? Have you read the sentences around the word to help you determine what the word means? Can you go online and search for the meaning of the word? Are there any prefixes or suffixes that you can use to help you determine the meaning of the word? Can you find a root or base word in that word that might provide a clue to what that word means? Let's talk about how to use the pronunciation guide at the front of the dictionary/available in the online dictionary. Have you asked your group for suggestions for making the language you are using clearer? Are there other words you can use instead of _____? Did you check the thesaurus for other ways you can say/write _____? Academic Vocabulary: reference materials, definitions, restatements, phrase, affixes, clues, precise, clarify, multiple-meaning words	
<input type="checkbox"/>	4L 4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).					
<input type="checkbox"/>	4L 4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <u>and to identify alternate word choices in all content areas.</u>					

**Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table "Language Progress Skills, by Grade" for a complete list and Appendix A for an example of how these skills develop in sophistication.*



Language



LANGUAGE: Vocabulary

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Vocabulary Acquisition and Use							
<input type="checkbox"/>	4L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
<input type="checkbox"/>	4L 5a.	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.				What is the purpose of writing with “figurative” words or phrases? What is the literal meaning of this sentence? How might you compare those two objects? Without changing the meaning, what word could you add to make the sentence stronger? In what other context could this word be used? Academic Vocabulary: shades of meaning, literal meaning, non-literal meaning, context, purpose, describe, meaning	
<input type="checkbox"/>	4L 5b.	Recognize and explain the meaning of common idioms, adages, and proverbs.					
<input type="checkbox"/>	4L 5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).					
<input type="checkbox"/>	4L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).				What word would best describe _____? What heading would best describe these words...? Can you restate that using more precise language? Can you tell me more about that? Why would the author use this word rather than that word? Have you discovered any new and interesting words? Let’s brainstorm all the words we already know about this topic. Have you used the thesaurus to find another way to say that? Academic Vocabulary: academic, science, scientific, history, historical, math, mathematical, precise, actions, emotions, shades of meaning, topic, general, specific	