



California's
COMMON CORE
Content Standards
Third Grade

**Map to Current Standards
Prompts for Implementation**

Essential Skills/Concepts
Academic Vocabulary
Question Stems

California CCSS assessments are set to roll out in the spring of 2014.
The earliest that new CCSS curriculum is projected to be considered for adoption will be 2014-15.
We are launching into CCSS using the curriculum and the materials we have now.
The prompts for implementation in this document were prepared by the Tulare County Office of Education.
The map to current standards was created by the Sacramento County Office of Education.
Together, they appear to be a good starting point for CCSS implementation.

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California's
COMMON CORE
Content Standards for
ELA and Mathematics
Third Grade

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READING STANDARDS

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

LITERATURE

Key Ideas and Details

Anchor: 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.

CURRENT standard: not applicable

RL 2.1

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL 3.1

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 4.1

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ACADEMIC VOCABULARY/ COGNATES

- question
- demonstrate demonstrar
- understanding
- text texto
- answer
- details detalles
- sequence secuencia

ESSENTIAL SKILLS/CONCEPT

- Ask and answer questions (who, what, when, why, where)
- Refer to text for answer
- Synthesize information about in text in order to answer questions about the text.

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:
Students *ask and answer questions* regarding the plot of Patricia MacLachlan's *Sarah, Plain and Tall*, explicitly referring to the book to form the basis for their answers.
SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Retell the story in sequential order
- Who were the major/minor characters
- What were the major/minor events?
- What in the text leads you to that answer?
- What details are the most important?
- Where can you find _____?

READING STANDARDS

Key Ideas and Details

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

CURRENT standard: 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

RL 2.2

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL 3.2

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL 4.2

2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ACADEMIC VOCABULARY/ COGNATES

- recount
- fable fábula
- folktale
- myth mito
- diverse diverso
- culture cultura
- central message mensaje central
- lesson lección
- moral moraleja
- convey
- key detail(s)
- text texto

ESSENTIAL SKILLS/CONCEPT

- Retell stories in sequential order
- Distinguish different genre: fables, folktales, myths
- Determine the central message, lesson, or moral in a story
- Explain how the central message, lesson, or moral is conveyed through key details

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is the central message (lesson or moral) of the story?
- How do you know what the moral to the story is?
- How does the author convey the central message (lesson or moral)?
- What order was the story written?
- How do you know this is a myth? A folktale? A fable?
- Explain how the author uses details to convey the message (lesson or moral) of the story.

READING STANDARDS

Key Ideas and Details

Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CURRENT standard: 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

RL 2.3

3. Describe how characters in a story respond to major events and challenges.

RL 3.3

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 4.3

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).

ACADEMIC VOCABULARY/ COGNATES

- describe describe
- interpretation of characters
- character/character traits
- motivation motivación
- emotion (feelings) emoción
- contribute contribuir
- sequence events
- problem problema
- resolution resolución

ESSENTIAL SKILLS/CONCEPT

- Understand the sequence of events in a story
- Identify major/minor characters
- Describe characters by citing their traits, motivations, and emotions
- Understand and explain how the characters' actions contribute to major and minor events of the story

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Distinguish between major/minor characters in the story?
- Describe the major/minor characters
- How do the character's traits contribute to the story?
- What were the characters motivations in finding a resolution to the problem?
- How do the character's actions help move the plot along?

READING STANDARDS

Craft and Structure

Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CURRENT standard: not applicable

RL 2.4

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL 3.4

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL 4.4

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).

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|------------|
| • determine | determinar |
| • phrases | frases |
| • non-literal | |
| • literal | literal |
| • context clues | |
| • distinguish | distinguir |

ESSENTIAL SKILLS/CONCEPT

- Distinguish between words, phrases, and sentences
- Determine word and phrase meaning through context
- Distinguish between literal and non-literal language

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students read Paul Fleischman's poem "Fireflies," determining the meaning of *words and phrases* in the poem, particularly focusing on identifying his use of *nonliteral language* (e.g., "light is the ink we use") and talking about how it suggests meaning.

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- Can you tell me what this word or phrase mean?
- What do you think the author is trying to say when he/she uses that phrase?
- What phrases are literal or non-literal meanings?
- Can you change this phrase from literal to non-literal – non-literal to literal (idiomatic expressions)
- What clues can you find in the sentence, paragraph that can help you figure out the meaning of that word or phrase?

READING STANDARDS

Craft and Structure

Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CURRENT standard: not applicable

RL 2.5

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL 3.5

5. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL 4.5

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

ACADEMIC VOCABULARY/ COGNATES

- refer referir
- text text
- drama/play drama
- stage directions
- act/scene acto
- cast
- story
- chapter capítulo
- poem/poetry poema/poesía
- verse verso
- stanza

ESSENTIAL SKILLS/CONCEPT

- Understand differences between story, drama, and poem and their parts (chapter, scene, stanza)
- Use vocabulary particular to each genre when speaking or writing
- Describe how each part builds on earlier sections when discussing or writing about story, drama, or poems

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- Compare and contrast between a story, poem, and a play?
- In a play, what is the importance of having scenes?
- In a book, what is the importance of having chapters?
- In a poem, what is the importance of having stanzas?
- The use of stage directions helps the reader _____?
- In the earlier chapter we learned ...
- How does what the author said in an earlier paragraph help us understand what is happening now?
- Can you restate that using the word chapter, stanza, or scene???

READING STANDARDS

Key Ideas and Details

Anchor: Assess how point of view or purpose shapes the content and style of a text.

CURRENT standard: 1.10 Compare ideas and points of view in broadcast and print media.

RL 2.6

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL 3.6

6. Distinguish their own point of view from that of the narrator or those of the characters.

RL 4.6

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|-----------------|
| • distinguish | distinguir |
| • point of view | punto de vista |
| • first person | primera persona |
| • third person | tercera persona |
| • narrator | narrador |

ESSENTIAL SKILLS/CONCEPT

- Understand point of view
- Know what is meant by “first person”
- Know what is meant by “third person”
- Distinguish between one’s own point of view and another’s

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

When discussing E. B. White’s book *Charlotte’s Web*, students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Who is telling the story in this selection?
- Who is the narrator?
- Is this selection written in first person? How do you know? What words give clues?
- Is this selection written in third person? How do you know? What words give you clues?
- What do you think about what has happened so far?
- Do you agree with the author’s message so far?
- Can you put yourself in the character’s place?
- How would you feel if this was you? Would you feel the same or differently?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CURRENT standard: 2.6 Extract appropriate and significant information from text, including problem and solution.

RL 2.7

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL 3.7

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL 4.7

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------|--------------|
| • illustration(s) | ilustración |
| • contribute | contribuir |
| • contribution | contribución |
| • convey | |
| • aspect(s) | aspecto |
| • mood | |

ESSENTIAL SKILLS/CONCEPT

- Understand character, plot, setting
- Recognize how illustrations contribute to a story
- Explain how illustrations contribute to what is conveyed in words in text to create mood and describe character or setting

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students explain how Mark Teague's illustrations contribute to what is conveyed in Cynthia Rylant's *Poppleton* in *Winter* to create the mood and emphasize aspects of characters and setting in the story.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- How does the illustration help tell the story?
- What does the illustration convey to you about the character (mood, setting)?
- What is the illustration's contribution to the story?
- What mood does the illustration portray? Did it help you understand the text?
- What do the illustrations tell you about what the character is like?
- How do the illustrations help you understand what is happening in the story?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: not applicable

CURRENT standard: not applicable

RL 2.8

8. (Not applicable to literature)

RL 3.8

8. (Not applicable to literature)

RL 4.8

8. (Not applicable to literature)

NOTES

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CURRENT standard: 2nd grade Reading 3.3

RL 2.9

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL 3.9

9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL 4.9

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------|------------|
| • compare | comparar |
| • contrast | contrastar |
| • theme | tema |
| • setting | |
| • plot | |
| • author | autor |
| • character | |
| • text | texto |

ESSENTIAL SKILLS/CONCEPT

- Able to compare and contrast
- Understand theme, setting, and plot
- Recognize author
- Recognize how a character remains the same and changes in different stories or books by the same author
- Compare and contrast the themes, settings and plots

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is similar in Book A and Book B? What is different?
- How is character X the same in Book A and Book B? How is he/she different?
- How does the setting effect the character's actions
- What is the theme of this story? How is it different from the other stories we have read about this character?
- Is the setting for this story the same or different?

READING STANDARDS

Range of Reading & Level of Text Complexity

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

CURRENT standard: 1.9 Read prose/poetry aloud with fluency, rhythm, pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

RL 2.10

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL 3.10

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

RL 4.10

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.

ACADEMIC VOCABULARY/ COGNATES

- comprehend comprender
- literature literatura
- story
- drama drama
- poetry poesia
- independently
- proficiently
- chart

ESSENTIAL SKILLS/CONCEPT

- Recognize genre in literature, including stories, dramas, and poetry
- Read independently and proficiently at the high end of the 2-3 grade complexity band
- Comprehend literature read at the high end of the 2-3 grade complexity band

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What kind of book is this?
- Ask yourself: Did I understand what the author is trying to say?
- What is the main idea or message in this story, poem, or play?
- Have you read a poem, play, chapter book lately? Your might want to try something different.
- What can you do if you don't understand?
- Did you go back and re-read?
- What did you check out from the library?
- You might try _____. It's by the same author that you like.
- What are you reading at home?
- Have you completed your reading chart?
- Have you taken an AR test lately?

¹ Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

READING STANDARDS

INFORMATIONAL TEXT

Key Ideas and Details

Anchor: 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.

CURRENT standard: not applicable

RI 2.1

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

ACADEMIC VOCABULARY/ COGNATES

- question
- answer
- demonstrate demonstrar
- understanding
- text texto

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

RI 3.1

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ESSENTIAL SKILLS/CONCEPT

- Form and ask questions
- Understand the details in the text
- Answer questions that demonstrate understanding such as who, what, when, where and why
- Refer to text for answers

QUESTIONS STEMS

- Who or what is this text about?
- Where in the text can you find that answer?
- What in the text leads you to that answer?
- Show me where the author says that.
- Can you tell your partner who/what the text was about?
- What are the main ideas about what you are reading?
- Can you show me in the text the basis for your answers?

RI 4.1

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

READING STANDARDS

Key Ideas and Details

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

CURRENT standard: 2.5 Distinguish main idea and supporting details in expository text.

RI 2.2

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI 3.2

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI 4.2

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ACADEMIC VOCABULARY/ COGNATES

- determine determinar
- recount
- key details
- support

ESSENTIAL SKILLS/CONCEPT

- Determine the main idea of informational text
- Recount the key details
- Explain how the key details support the main idea

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students *explain how the main idea* that Lincoln had “many faces” in Russell Freedman’s *Lincoln: A Photobiography* is supported by key details in the text.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What information does the author use to support the main idea?
- Summarize the text for me orally?
- Recount what detail you felt was most important.
- What is the main idea?
- Explain the key details.
- How do the details of the text support the main idea?

READING STANDARDS

Key Ideas and Details

Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CURRENT standard: 4th grade Reading 2.1

RI 2.3

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI 3.3

3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI 4.3

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.

ACADEMIC VOCABULARY/

COGNATES

• relationship	relación
• events	
• concepts	conceptos
• technical	técnico
• procedure	procedimiento
• scientific	científico
• historical	histórico
• sequence	secuencia
• cause/effect	causa/efecto

ESSENTIAL SKILLS/CONCEPT

- Be able to describe relationships
- Identify historical events and scientific ideas
- Be able to sequence steps in a procedure
- Use the language of time , such as long ago, in this decade, century, in the future
- Use language of cause and effect,
- Understand a “series of events” and “steps in a procedure”
- Describe the impact an early event had on something that happened later in the text.

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students read Robert Coles’s retelling of a *series of historical events* in *The Story of Ruby Bridges*. Using their knowledge of how *cause and effect* gives order to events, they use specific *language to describe the sequence* of events that leads to Ruby desegregating her school.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What was the result of _____?
- How are _____ and _____ related?
- What was the result of _____’s idea?
- What is the first thing that you would do to complete this procedure?
- What would you expect the result to be at the end?
- Tell your partner when this happened?
- Work with your group to create a timeline of these events.
- Create a flow map that shows the sequence of events.

READING STANDARDS

Craft and Structure

Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CURRENT standard: 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations.

RI 2.4

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI 3.4

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI 4.4

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.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|-----------------------|---------------------|
| • determine | determinar |
| • Greek | griego |
| • Latin | latino |
| • prefixes | prefijos |
| • suffixes | sufijos |
| • root words | |
| • dictionary | diccionario |
| • glossary | glosario |
| • Google | |
| • multiple meanings | |
| • figurative language | lenguaje figurative |

ESSENTIAL SKILLS/CONCEPT

- Understand that words may have multiple meanings
- Use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies
- Understand that words may be used as figurative language
- Use antonyms and synonyms as clues to find the meaning of grade level words

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What tools can you use to 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 understand its meaning?
- Can you read words around the word to help you understand its meaning?
- What does the phrase _____ mean?
- Where can you look in the book to help you figure out what that words means?
- Are there any parts of the word that you know?

READING STANDARDS

Craft and Structure

Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., A section, chapter, scene, or stanza) relate to each other and the whole.

CURRENT standard: 2.1 Use titles, table of content, chapter headings, glossaries, and indexes to locate information in text. 1.3 Understand the structure and organization of various reference materials (dictionary,thesaurus, atlas, encyclopedia).

RI 2.5

5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI 3.5

5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI 4.5

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.

ACADEMIC VOCABULARY/ COGNATES

- locate
- key words
- information información
- relevant
- importance importancia
- organized organizado

ESSENTIAL SKILLS/CONCEPT

- Understand basic keyboarding skills
- Understand internet usage
- Determine relevant information
- Understand the importance of key words

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students *use text features*, such as the table of contents and headers, found in Alikí's text *Ah, Music!* to identify relevant sections and *locate information relevant to a given topic* (e.g., rhythm, instruments, harmony) *quickly and efficiently*.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What can you do if you don't understand?
- How is the information organized?
- Can you locate key words?
- Where can you locate _____?
- Which information would you find more relevant?
- If you were using the computer to search for your topics, which words would you use to start your search?

READING STANDARDS

Craft and Structure

Anchor: Access how point of view or purpose shapes the content and style of a text.

CURRENT standard: 1.10 Compare ideas and points of view in broadcast and print media.

RI 2.6

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI 3.6

6. Distinguish their own point of view from that of the author of a text.

RI 4.6

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

ACADEMIC VOCABULARY/ COGNATES

• valid	válido
• information	información
• text	texto
• authors	autores
• provide	
• point of view	punto de vista
• accounts	

ESSENTIAL SKILLS/CONCEPT

- Demonstrate understanding of the author's intent
- Determine information from the text
- Look for language or ideas expressing what the author believes about the information they are presenting
- Understand who is speaking
- Express their own thoughts about the information they have read

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Who is providing the information?
- What is the author's point of view?
- Is the author relating information, or is he/she trying to convince you of an idea?
- Do you agree or disagree with what the author has said so far?
- Compare the accounts and how they were presented in the text?
- Why do you think the authors describe the events or experiences differently?
- Can you explain your thoughts about what you read? Do you agree with the author?
- Why do you think the information is different?
- Which information do you feel is most valid?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CURRENT standard: not applicable

RI 2.7

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI 3.7

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI 4.7

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------------|-------------|
| • determine | determinar |
| • information | información |
| • convey | |
| • map | mapa |
| • map key/legend | |
| • event | |
| • occur | occurió |
| • illustration | ilustración |

ESSENTIAL SKILLS/CONCEPT

- Understand maps and legends
- Understand the importance of pictures and how they relate to text
- Understand that informational text gives the where, when, why, and how events occur
- Understand that key information is found in the graphics that accompany the text
- Explain what they learned from the text

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is this text about?
- What can you do if you don't understand?
- What information can you obtain from the map?
- Can you tell me what the "key/legend" of the map conveys?
- Looking at the illustration, how does it relate to the text? Why is this important to help you understand?
- Where and when did the event take place?
- Why and how did the event occur?
- Why is the map key or legend important?
- When did the event occur?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

CURRENT standard: 2.6 Extract appropriate and significant information from text, including problem and solution.

RI 2.8

8. Describe how reasons support specific points the author makes in a text.

RI 3.8

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI 4.8

8. Explain how an author uses reasons and evidence to support particular points in a text.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------------|-------------------|
| • determine | determinar |
| • author | autor |
| • author's message | mensaje del autor |
| • author's claim | |
| • detail | detalle |
| • comparison | comparación |
| • cause/effect | causo/efecto |
| • sequential order | |

ESSENTIAL SKILLS/CONCEPT

- Identify facts and details the author has cited as evidence to support his points
- Identify how one sentence is connected to the sentence before and after it
- Understand how a concept continues from one paragraph to another
- Understand cause and effect
- Understand comparisons
- Understand the importance of sequencing

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is the author's message?
- What does the author claim?
- What details or facts support the author's claim?
- How was the text written? (comparison, cause/effect, or sequential order)
- How does the author connect the ideas in each of the paragraphs to the topic of the text?
- Can you tell me something else that you have read that was written this way?
- What details were important?
- How does what this sentence say connect with what we read earlier?
- What organizational pattern was used to write this text?
- Did the photographs help you understand the author's meaning? How?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CURRENT standard: 1.10 Compare ideas and points of view in broadcast and print media.

RI 2.9

9. Compare and contrast the most important points presented by two texts on the same topic.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------|------------|
| • compare | comparar |
| • contrast | contrastar |
| • topics | |
| • similar | similar |
| • different | diferente |
| • points | puntos |
| • key details | |

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

RI 3.9

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

ESSENTIAL SKILLS/CONCEPT

- Identify the points an author is trying to make
- Identify the key details presented
- Use note-taking to help keep track of key details and important points in a text
- Compare and contrast the points made in two different texts
- Name key details and points that are the same or different in two texts

QUESTIONS STEMS

- What are the key details in this text?
- How will you keep track of the points the authors are making in each text?
- What is this text about?
- What details does the author use to support his point?
- Can you tell your partner what is the same/different about what you are reading?
- Is there information in this text that was not included in the other text?
- How are the ideas the same in both texts?

RI 4.9

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

READING STANDARDS

Range of Reading & Level of Text Complexity

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

CURRENT standard: not applicable

RI 2.10

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI 3.10

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

RI 4.10

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.

ACADEMIC VOCABULARY/ COGNATES

- science book
- history book
- informational text texto informativo
- non-fiction text no-ficción de texto

ESSENTIAL SKILLS/CONCEPT

- Know how to use text features to help comprehend informational text
- Have experience reading grade level science textbooks
- Have experience reading grade level history/social science textbooks
- Read informational texts independently and proficiently
- Know how to self-monitor for understanding

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Do you have any questions about what you are reading?
- If you don't understand, who can you ask to help you?
- Have you tried using the graphics to help you understand what you are reading about?
- Have you tried reading this book?
- What helps you understand as you are reading the history or science book?

² Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

READING STANDARDS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

FOUNDATIONAL SKILLS

Phonics & Word Recognition

Anchor: not applicable

CURRENT standard: 1.2 Decode regular multisyllabic words 1.8 Use knowledge of prefixes (un, re-, pre-, bi-, mis-, dis-) and suffixes (-er, -est, -ful) to determine meaning of words. 2nd grade Written and Oral Conventions 1.7

RF 2.3

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.

RF 3.3

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.

RF 4.3

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all lettersound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

ACADEMIC VOCABULARY/

COGNATES

• decode	descodificar
• suffixes	sufijos
• prefixes	prefijos
• multi-syllable	
• appropriate	apropiado
• irregular	irregular
• Latin	latino
• analyze	analizar

ESSENTIAL SKILLS/CONCEPT

- Understand that meaningful chunks can be added to words to change their meaning
- Understand that prefixes are added to the beginning of the word
- Know the meaning of common prefixes such as re-; un-; dis-; etc.
- Understand that suffixes are added to the ending of a word
- Recognize the derivational suffixes, ly-; -ish; -hood;-ful; ness; ment; etc, and how they change the meaning of a word.
- Recognize common Latin suffixes, such as -ment; -ation, -ly; -able/ible; etc.
- Recognize and use common syllable patterns such as doubles, to help decode multisyllabic words
- Know and read fluently regularly spelled words

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Can you point to the root word?
- Are there any chunks you know that can help you figure out what this word says?
- Does the word have suffixes or prefixes you know?
- How many parts do you hear in that word?
- Are there any patterns you can use to help you write that word?

READING STANDARDS

Fluency

Anchor: not applicable

CURRENT standard: 1.3 Read with fluency, accuracy, prosody 1.9 Read prose/poetry aloud with fluency, rhythm, pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

RF 2.4

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF 3.4

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF 4.4

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|----------------|-------------|
| • selection | selección |
| • strategies | estrategias |
| • paragraph | párrafo |
| • fluently | |
| • expression | expresión |
| • skimming | |
| • scanning | |
| • self-monitor | |

ESSENTIAL SKILLS/CONCEPT

- Set a purpose for reading
- Use expression when reading
- Use strategies for self-correction
- Recognize when they have become confused or have lost meaning of the text
- Skim the text
- Re-read for fluency and comprehension
- Self-monitor for understanding

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Why did you choose this selection?
- What can you do when the story/text doesn't make sense?
- What strategies can you use when you don't understand the text?
- Can you read this paragraph fluently and with expression?
- Why is it important to scan the page?
- Did you skim the page looking for information?

WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

WRITING

Text Types & Purposes

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CURRENT standard: 4th grade Writing 2.2 5th grade Writing 2.2 and 2.4

W 2.1

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W 3.1

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.
 - c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - d. Provide a concluding statement or section.

W 4.1

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 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.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - d. Provide a concluding statement or section related to the opinion presented.

WRITING STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- fact/opinion
- topic
- point of view punto de vista
- introduction/conclusion statements
- support
- organizational estructura
 structure organizativa
- linking words

ESSENTIAL SKILLS/CONCEPT

- Chose a topic
- State an opinion about the topic
- Know common organizational structures such as cause/effect, chronological/sequential order; problem/solution
- Know what linking words are and how to use them when moving from one reason to another
- Know that conclusions should restate or sum up the writing

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- Who is your audience?
- What is your purpose for writing?
- Have you stated an opinion or preference?
- Did you let your reader know your opinion or preference?
- How did you introduce your topic?
- Is your writing organized in a way that makes sense to your reader?
- Are you using cause and effect or sequence to help organize your writing?
- Are any important details or reasons left out of your writing?
- Do you use time-order words to help your reader understand when the events happened?
- Does your conclusion sum up or restate your opinion or purpose?
- From which point of view will you be writing?
- What linking words could you use to help your reader follow your thinking?

WRITING STANDARDS

Text Types & Purposes

Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CURRENT standard: 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details. 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

W 2.2

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W 3.2

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

W 4.2

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

WRITING STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- topic
- inform informar
- explain explicar
- topic sentence
- examples ejemplos
- definitions definiciones
- details detalles
- quotations

ESSENTIAL SKILLS/CONCEPT

- Know the difference between writing text to inform or explain
- Know how to write a topic sentence
- Know how to group related information together
- Understand the importance of including illustrations
- Use fact, definitions, and details to develop topic
- Use linking words and phrases to connect ideas
- Know how to conclude by using a statement or explanation

TEACHING NOTES AND STRATEGIES

See Appendix C: Horse – pages 81 - 21

SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- Are you writing to inform or explain?
- What is your topic?
- Did you begin you writing with a topic sentence?
- What example, definitions, and details will you use to explain your topic?
- Talk to a partner about your topic. Can you get a quote from your partner for you writing?
- Why did you choose this topic?

WRITING STANDARDS

Text Types & Purposes

Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CURRENT standard: 2.1 Write narratives: a. Provide a context within which a action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.

W 2.3

3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W 3.3

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

W 4.3

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

ACADEMIC VOCABULARY/ COGNATES

- setting
- major/minor character
- problem problema
- details detalles
- descriptive words
- information information
- events
- details detalles
- experience experiència

ESSENTIAL SKILLS/CONCEPT

- Know that a narrative tells a story
- Understand who is telling the story
- Know how to move from one event to another
- Use the characters words to help explain what is happening in the story
- Recognize transitional words
- Understand story elements
- Understand dialoguing

TEACHING NOTES AND STRATEGIES

See Appendix C: Puppy* - pages 22 - 24
SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- Who is your story about?
- Where does your story take place? (Setting)
- Why was this setting important to your story?
- Do you have major and minor characters
- What problem will the main character face?
- Does the problem change the characters acts or thoughts?
- Have you used details that will help your readers see and know the characters?
- What events will lead up to your conclusion?
- Where can you add more descriptive words and information to make your story more exciting?

WRITING STANDARDS

Production & Distribution of Writing

Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CURRENT standard: 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details. 5th grade Writing 1.4

W 2.4

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W 3.4

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W 4.4

4. Produce clear and coherent writing (including multiple-paragraph texts) 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.)

ACADEMIC VOCABULARY/ COGNATES

• organize	organizar
• purpose	proposito
• audience	
• chronological order	orden cronológica
• sequential order	orden secuencial
• cause/effect	causa/efecto
• develop	
• persuade	persuadir
• entertain	entretener
• inform	informar

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write Effectively

ESSENTIAL SKILLS/CONCEPT

- Know how to write in a sequential manner
- Understand why you are writing
- Understand for whom you are writing
- Understand the writing
- Understand how the writing moves from beginning to end, or from introduction to conclusion
- Understand writing purposes such as writing to persuade, inform, entertain
- Recognize and use organizational structures such as chronological order, cause and effect, etc

QUESTIONS STEMS

- What is the purpose for writing this piece?
- How will you persuade your audience?
- Why are you writing this piece?
- Who will be reading your writing?
- Who is your audience?
- How will you organize your writing?
- What information will you need to add to help your reader understand?
- Where can you add more information to help the reader understand?
- Are there any events or details you need to add so that your writing is organized well?

WRITING STANDARDS

Production & Distribution of Writing

Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CURRENT standard: 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric

W 2.5

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W 3.5

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 4.5

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.)

ACADEMIC VOCABULARY/ COGNATES

- develop
 - plan
 - organize
 - purpose
 - editing
 - revising
 - proofreading
 - feedback
- planear
organizar
proposito
revisando

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Organize thoughts and ideas
- Use brainstorming, webs, clusters to help generate ideas before writing
- Seek guidance from peers to help add language and ideas to writing
- Ask adults for help in revising and editing
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity

QUESTIONS STEMS

- What will you use to help you organize your ideas?
- Can you create a graphic organizer/thinking maps to help you sequence your ideas and events?
- Can you share with your partner what you plan to write?
- Does your partner have ideas that you can use?
- Have you completed your first draft?
- Can you re-write this so that the ideas/details are clearer?
- Is there a better way you could write your beginning?
- What is your topic sentence?
- Have you asked your partner to give you feedback about what you have written so far?
- Have you used your editing/proofreading checklist to help you make any changes?

WRITING STANDARDS

Production & Distribution of Writing

Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CURRENT standard: not applicable

W 2.6

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W 3.6

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W 4.6

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------|--------------|
| • technology | tecnología |
| • digital | digital |
| • word processing | |
| • copy and paste | copiar/pegar |
| • PowerPoint | |
| • Google | |
| • search engine | |
| • toolbar | |
| • spellcheck | |

ESSENTIAL SKILLS/CONCEPT

- Have basic keyboarding skills
- Know how to use the following toolbar functions:
 - bold
 - underline
 - font style
 - font size
 - set margins
 - page orientation
- Have a system for saving and storing work until it is ready for publishing
- Know and use Internet tools such as search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check
- Use programs such as Word, PowerPoint, and Publisher
- Know and use print commands
- Know how to work together

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- What is the purpose for writing this piece?
- How will you persuade your audience?
- Why are you writing this piece?
- Who will be reading your writing?
- Who is your audience?
- How will you organize your writing?
- What information will you need to add to help your reader understand?
- Where can you add more information to help the reader understand?
- Are there any events or details you need to add so that your writing is organized well?

WRITING STANDARDS

Research to Build & Present Knowledge

Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CURRENT standard: not applicable

W 2.7

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W 3.7

7. Conduct short research projects that build knowledge about a topic.

W 4.7

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

ACADEMIC VOCABULARY/ COGNATES

- topic
- sources
- information información
- key words
- online online—en-línea
- credit
- cite citar
- bibliography bibliografía
- citation page

ESSENTIAL SKILLS/CONCEPT

- Know how to select a topic that can be researched
- Understand how to use reference materials such as encyclopedias, atlas, search engines or databases
- Understand how to use keywords for searching a topic
- Understand how to summarize information
- Use graphic organizers or Thinking Maps to move through the research project logically
- Understand organizational structures that are used when writing a research report
- Know how to cite print and internet sources

TEACHING NOTES AND STRATEGIES

SBAC Claim # 4: Conduct Research

QUESTIONS STEMS

- What is the topic of your report?
- Can you narrow your topic?
- What sources will you use to find information?
- What key words can you use to find your topic online?
- Where can you go to find more information?
- How will you give your sources credit?
- What is the page called where you will list your sources?

WRITING STANDARDS

Research to Build & Present Knowledge

Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CURRENT standard: 4th grade Writing 1.7

W 2.8

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W 3.8

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W 4.8

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.

ACADEMIC VOCABULARY/ COGNATES

- sources
 - list
 - bibliography
 - citation page
 - cite
 - note-taking
 - paraphrasing
 - internet search
 - library sources
- lista
bibliografía
citar
parafreasear

ESSENTIAL SKILLS/CONCEPT

- Know how to use search engines such as Google, Bing, etc.
- Know how to use the library to locate print resources such as encyclopedias, magazine, and books
- Understand how to summarize information
- Know how to organize information
- Understand how to sort information by categories
- Understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write Effectively
SBAC Claim # 4: Conduct Research

QUESTIONS STEMS

- What sources did you use to find your information?
- What sources did you find on an internet search?
- What sources did you find in a library search?
- How can you paraphrase this sentence?
- Can you write this sentence using your own words?
- Is this information important to your research?
- Can you use an organizer to help you group your ideas?

WRITING STANDARDS

Research to Build & Present Knowledge

Anchor: not applicable

CURRENT standard: not applicable

W 2.9

9. (Begins in grade 4)

W 3.9

9. (Begins in grade 4)

W 4.9

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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].").
 - 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"

NOTES

WRITING STANDARDS

Range of Writing

Anchor: 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 tasks, purposes, and audiences.

CURRENT standard: not applicable

W 2.10

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.

W 3.10

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.

W 4.10

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.

ACADEMIC VOCABULARY/

COGNATES

- research
 - report
 - narrative
 - reflection
 - revise
 - proofread
 - edit
 - audience
 - proofreading
 - checklist
- reportaje
narración
reflexión
revisar

ESSENTIAL SKILLS/CONCEPT

- Select appropriate writing topics
- Know when to use formal or informal register for writing
- Be able to organize thoughts quickly
- Organize thoughts to focus on a topic
- Recognize the purpose for writing
- Know your audience
- Know how to research a topic using various sources
- Know how to conclude different types of writings
- Know that a research paper has an introduction, body, and conclusion
- Know that for writing a research project you must include and cite various sources

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Write about
- You will have _____ minutes to write about
- What will you do to plan your writing?
- Use your proofreading checklist when you are editing and revision
- Re-read your writing or ask a partner to read it to see if there are additions you need to make
- Think about whom your audience is and why you are writing as you plan your paper.
- How is writing a report different from writing a narrative

SPEAKING & LISTENING

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension & Collaboration

Anchor: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CURRENT standard: 1.1 Retell, paraphrase, explain what has been said by a speaker.
1.2 Connect/relate prior experiences, insights, and ideas to those of a speaker

SL 2.1

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL 3.1

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - a. 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.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.

SL 4.1

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - a. 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. 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.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SPEAKING & LISTENING

ACADEMIC VOCABULARY/

COGNATES

- | | |
|-----------------|--------------|
| • discussion | discusión |
| • conversation | conversación |
| • group work | |
| • understanding | |
| • role | |
| • comments | comentarios |

ESSENTIAL SKILLS/CONCEPT

- Work with a partner
- Develop good study habits
- Use rules for conversations
- Recognize the ideas of others
- Build upon ideas
- Ask questions to check understanding
- Offer comments or suggestions

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- Have you done your reading?
- Today you will be working in your teams . . .
- Ask your partner _____
- Tell your partner everything you learned about _____.
- Did you listen carefully to your partner?
- Did you offer suggestions or comments when your partner was finished speaking?

SPEAKING & LISTENING

Comprehension & Collaboration

Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CURRENT standard: 2.5 Distinguish main idea and supporting details in expository text.

SL 2.2

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- a. Give and follow three- and four-step oral directions.

SL 3.2

2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 4.2

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------------|-----------|
| • oral | oralmente |
| • media | |
| • video vídeo | |
| • graphs | gráficos |
| • graphics | gráficos |
| • charts | |
| • main idea | |
| • supporting ideas | |
| • summarize | resumir |

ESSENTIAL SKILLS/CONCEPT

- Recognize the main ideas presented in text
- Recognize supporting details
- Understand visual, oral, and digital informational formats
- Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What was the main idea of the video; share with your partner.
- How did you decide this was the main idea?
- Using your own words, summarize the video with your partner?
- Can you explain this graph?
- This chart explains _____?
- Why is information put into charts or graphs?
- Can you think of any other information that could be graphed or charted?

SPEAKING & LISTENING

Comprehension & Collaboration

Anchor: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CURRENT standard: 1.3 Respond to question with appropriate elaboration.

SL 2.3

3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL 3.3

3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL 4.3

3. Identify the reasons and evidence a speaker or media source provides to support particular points.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------|--------------|
| • reasons | razones |
| • speaker | |
| • support | |
| • evidence | |
| • points | puntos |
| • opinions | opiniones |
| • conclusions | conclusiones |

ESSENTIAL SKILLS/CONCEPT

- Identify the reasons a speaker gives to support their argument.
- Know that facts, examples, explanations can be used as support for an opinion.
- Infer messages that the speaker gives.

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What is the speaker trying to tell you?
- What is the speaker doing to support what they are saying?
- 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?

SPEAKING & LISTENING

Presentation of Knowledge & Ideas

Anchor: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CURRENT standard: 1.5 Organize ideas chronologically around major points of information. 1.6 Provide a beginning, middle, an end, including concrete details that develop a central idea. 2.1 Narrative presentations a. Provide context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character/setting/ideas. 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. 2.3 Descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

SL 2.4

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

a. Plan and deliver a narrative

presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.

SL 3.4

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.

SL 4.4

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.

a. 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.

SPEAKING & LISTENING

ACADEMIC VOCABULARY/

COGNATES

- theme tema
- pace
- descriptive descriptivo
- relate relatar
- recount
- recall
- relevant

ESSENTIAL SKILLS/CONCEPT

- Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Thinking Maps
- Understands organizational structure for presentation such a chronologically, problem/solution, cause and effect, before and after
- Know that stories are organized with a beginning, a middle, and an end
- Understand that text or presentation usually have theme
- Know that reports have an introduction, body with supporting details, and a conclusion
- Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

QUESTIONS STEMS

- What is the theme of your report or presentation?
- Did you write or present facts that were relevant?
- What descriptive words or language did you use?
- When you related the events, did they have a beginning, middle, and an end?

SPEAKING & LISTENING

Presentation of Knowledge & Ideas

Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CURRENT standard: 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g. objects, pictures, charts).

SL 2.5

5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL 3.5

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL 4.5

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ACADEMIC VOCABULARY/ COGNATES

• presentation	presentación
• display	
• visual	visual
• theme	tema
• enhance	
• emphasizing	enfaticar

ESSENTIAL SKILLS/CONCEPT

- Understand how to use audio equipment
- Understand voice pitch and inflection
- Create visual displays such as legends, charts, graphs, and display boards
- Select visuals to add to a poem or story being read

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

QUESTIONS STEMS

- What is the theme of your presentation?
- What visuals will you use to enhance your presentation?
- Have you practiced your reading emphasizing important words or points?
- How is your pacing?
- At what time in your presentation will you show your visuals?
- Do your visuals support your presentation theme?

SPEAKING & LISTENING

Presentation of Knowledge & Ideas

Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CURRENT standard: 2.1 Narrative presentations a. Provide context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character/setting/ideas. 2.3 Descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

SL 2.6

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL 3.6

6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.)

SL 4.6

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------------|------------------------|
| • audience | |
| • formal English | ingles formal |
| • informal English | ingles informal |
| • presentation | presentación |
| • respond | responder |
| • specific vocabulary | vocabulario específico |

ESSENTIAL SKILLS/CONCEPT

- Understand different levels of speech styles
- Recognize when formal or informal English is appropriate
- Understand that talking with friends is informal speech
- Use academic, content specific vocabulary when presenting formally
- Use complete sentences in formal presentations
- Know that when constructing a formal response, Standard English grammar and language convention must be used

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

QUESTIONS STEMS

- Who is your audience?
- Would you use formal or informal English with this audience?
- Why would you use formal English?
- Why would you use informal English?
- What type of language do you use when talking with friends?
- What type of language do you use when giving a presentation?
- What is the specific vocabulary that relates to your topic?
- When will you use this specific vocabulary?

LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* 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 (*).

Conventions of Standard English

Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CURRENT standard: 1.1 Know and use complex word families when reading (-ight) to decode unfamiliar words. 1.2 Identify subject and verb that are in agreement and identify and use of pronouns, adjectives, compound words, and articles correctly in writing and speaking. 1.3 Identify and use past, present, future verb tenses properly in writing and speaking. 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. 1st grade and 5th Writing Conventions 1.2 2nd grade Writing Conventions 1.3- not specific to abstract nouns. 4th grade Writing Conventions 1.3 4th grade Writing Conventions 1.1- compound only

L 2.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Create readable documents with legible print.
 - b. Use collective nouns (e.g., *group*).
 - c. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - d. Use reflexive pronouns (e.g., *myself, ourselves*).
 - e. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - f. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - g. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L 3.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.**
 - b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - c. **Use reciprocal pronouns correctly.**
 - d. Form and use regular and irregular plural nouns.
 - e. Use abstract nouns (e.g., *childhood*).
 - f. Form and use regular and irregular verbs.
 - g. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - h. Ensure subject-verb and pronoun-antecedent agreement.*
 - i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - j. Use coordinating and subordinating conjunctions.
 - k. Produce simple, compound, and complex sentences.

L 4.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Write fluidly and legibly in cursive or joined italics.**
 - b. Use **interrogative**, relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
 - f. Form and use prepositional phrases.
 - g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 - h. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

LANGUAGE STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- comparative comparativo
- superlative superlativo
- specific específico
- object objeto
- Simple, compound, complex sentences

ESSENTIAL SKILLS/CONCEPT

- Write legibly using cursive or joined italics
- Know the rules that govern common grammar
- Understand subject/verb agreement
- Recognize and write simple, compound, and complex sentences
- Understand comparative and superlative

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 2: Write effectively.

QUESTIONS STEMS

- Listen as I read what you wrote. Did that sound right?
- Read what you wrote slowly? Did you write what you just said?
- Is there another word that would be specific
- How would you write that word when you are comparing two people or object?
- How would you write that word when you are comparing three or more people or object?

LANGUAGE STANDARDS

Conventions of Standard English

Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CURRENT standard: 1.5 Punctuate dates, cities, and state, and titles of books correctly. 1.6 Use commas in dates, locations, and addresses and for items in a series. 1.6 Use commas in dates, locations, and addresses and for items in a series. 1.7 Capitalize geographic names, holidays, historical periods, and special events correctly. 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, and common homophones. 4th grade Writing Conventions 1.4 1st grade Writing Conventions 1.3 1st grade Writing Conventions 1.8 2nd Writing Conventions 1.7 4th grade Writing Conventions 1.7

L 2.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., cage — badge; boy — boil).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L 3.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L 4.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use correct capitalization.
 - Use commas and quotation marks to mark direct speech and quotations from a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Spell grade-appropriate words correctly, consulting references as needed.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------------------------|-----------------------|
| • analogies | analogías |
| • generalization | generalización |
| • dictionary appropriate | diccionario apropiado |
| • roots | |
| • affixes | |
| • compound and simple sentences | |
| • conjunctions | conjunciones |
| • quotes | cotizaciones |

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write effectively.

ESSENTIAL SKILLS/CONCEPT

- Understand the use of quotation marks to denote that someone is speaking or quoting from the text
- Understand the use of commas in dialogue
- Identify complete sentences and independent clauses
- Understand the use of capital letters at the beginning of a sentence, titles, and proper names
- Use spelling patterns, word roots, affixes, syllable construction
- Use dictionaries or digital media to look for the correct spelling of a word

QUESTIONS STEMS

- What words in this sentence should be capitalized?
- How should this sentence be written to show someone is talking?
- How would you make this a compound sentence?
- How should this sentence be written correctly?

LANGUAGE STANDARDS

Knowledge of Language

Anchor: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CURRENT standard: 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

L 2.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English.

L 3.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.*
 - Recognize and observe differences between the conventions of spoken and written standard English.

L 4.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.*
 - Choose punctuation for effect.*
 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

ACADEMIC VOCABULARY/ COGNATES

- | | |
|----------------|--------------|
| • purpose | proposito |
| • presentation | presentación |
| • audience | |
| • tone | tono |
| • style | estilo |
| • punctuation | puntuación |
| • grammar | gramática |
| • precise | preciso |
| • thesaurus | tesauro |
| • quote | |
| • speech | |

ESSENTIAL SKILLS/CONCEPT

- Understand basic punctuation rules
- Understand basic capitalization rules
- Understand basic grammar rules
- Recognize that words have differences or shades of meaning
- Know that punctuation like commas, exclamation, and question marks can be used for effect
- Distinguish between situations that call for formal English and those where informal English is appropriate

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- Have you determined the purpose for your speech/writing/presentation?
- Who will be your audience?
- Is the tone or 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?
- In your group, did you talk about using precise language to convey your ideas?
- Did you use a thesaurus to locate other ways to say _____?
- Did you use quotes, questions, or exclamations to add to importance to your writing/presentation?

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

Anchor: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CURRENT standard: 1.6 Use sentence and word context to find the meaning of unknown words. 1.7 Use a dictionary to learn the meaning and other features of unknown words. 1.8 Use knowledge of prefixes (un-,re-pre-,bi-,mis-,dis-) and suffixes (-er,-est, -ful) to determine meaning of words. 4th grade Reading 1.3

L 2.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.

L 3.4

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

L 4.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - c. 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 and to identify alternate word choices in all content areas

LANGUAGE STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- multiply meaning
- precise preciso
- definition definición
- affixes (prefix, suffixes) afijos
 (prefijos,sufijos)

ESSENTIAL SKILLS/CONCEPT

- Understand context clues help provide clues to word or phrase meaning
- Identify the most common Greek and Latin affixes and roots
- Know how to use a textbook glossary
- Access reference materials to help determine the precise meaning of key words
- Use a print or digital dictionary to locate definitions of key words or phrases
- Identify alternate word choices using print or digital thesauruses or dictionaries

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What strategies have you used to help you figure out what this word means?
- Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?
- 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?
- Did you check the thesaurus for other ways you can write _____?

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CURRENT standard: 5th grade Reading 1.5 6th grade Reading 1.5

L 2.5

5. Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

L 3.5

5. Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
 - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

L 4.5

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

ACADEMIC VOCABULARY/ COGNATES

- shades of meaning
- literal meaning
- non-literal meaning
- real life- connections
- context contexto
- specific específico

ESSENTIAL SKILLS/CONCEPT

- Understand that words have literal and non-literal meanings
- Understand the connections between words and their use
- Understand shades of meaning as it relates to state of mind or degrees of certainty

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What real-life connections can you make?
- In what other context could this word be used?
- Without changing the meaning, what word could you add to make the sentence stronger?
- What word would best describe this character?
- What is the literal meaning of this sentence?
- Why is the purpose of writing with “non-literal” words or phrases?

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

Anchor: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CURRENT standard: not applicable

L 2.6

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

L 3.6

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

L 4.6

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., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation)

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------------|------------|
| • academic | académico |
| • specific | específico |
| • general | general |
| • emotions | emociones |
| • actions | acciones |
| • precise | preciso |
| • shades of meaning | |

ESSENTIAL SKILLS/CONCEPT

- Understand that words have shades of meaning
- Acquire and use words that are basic to understanding a concept
- Determine which word best describes an action, emotion, or state of being
- Develop an amount of grade level academic words and phrases

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- What word would best describe _____?
- Can you restate this sentence using more precise words?
- Can you replace a word in this sentence with another word that is more precise or specific?

LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ¹								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9-10.1a. Use parallel structure.								

¹Subsumed by L.7.3a

²Subsumed by L.9-10.1a

³Subsumed by L.11-12.3a

STANDARD 10: RANGE, QUALITY, AND COMPLEXITY OF STUDENT READING K-5

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

Range of Text Types for K-5

Students in grades K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Poetry	Literary Nonfiction
Drama	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

TEXT ILLUSTRATING THE COMPLEXITY, QUALITY, AND RANGE OF STUDENT READING K-5

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	<ul style="list-style-type: none"> • <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)* • <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) • <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) • <i>A Story, A Story</i> by Gail E. Haley (1970)* • <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)* 	<ul style="list-style-type: none"> • <i>My Five Senses</i> by Ailiki (1962)** • <i>Truck</i> by Donald Crews (1980) • <i>I Read Signs</i> by Tana Hoban (1987) • <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)* • <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*
1*	<ul style="list-style-type: none"> • "Mix a Pancake" by Christina G. Rossetti (1893)** • <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)* • <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** • <i>Frog and Toad Together</i> by Arnold Lobel (1971)** • <i>Hil Fly Guy</i> by Tedd Arnold (2006) 	<ul style="list-style-type: none"> • <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** • <i>Starfish</i> by Edith Thacher Hurd (1962) • <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)** • <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)* • <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*
2-3	<ul style="list-style-type: none"> • "Who Has Seen the Wind?" by Christina G. Rossetti (1893) • <i>Charlotte's Web</i> by E. B. White (1952)* • <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) • <i>Tops and Bottoms</i> by Janet Stevens (1995) • <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001) 	<ul style="list-style-type: none"> • <i>A Medieval Feast</i> by Ailiki (1983) • <i>From Seed to Plant</i> by Gail Gibbons (1991) • <i>The Story of Ruby Bridges</i> by Robert Coles (1995)* • <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) • <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4-5	<ul style="list-style-type: none"> • <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) • "Casey at the Bat" by Ernest Lawrence Thayer (1888) • <i>The Black Stallion</i> by Walter Farley (1941) • "Zlateh the Goat" by Isaac Bashevis Singer (1984) • <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009) 	<ul style="list-style-type: none"> • <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) • <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) • <i>A History of US</i> by Joy Hakim (2005) • <i>Horses</i> by Seymour Simon (2006) • <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

STAYING ON TOPIC WITHIN A GRADE AND ACROSS GRADES: HOW TO BUILD KNOWLEDGE SYSTEMATICALLY IN ENGLISH LANGUAGE ARTS K-5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2–3	4–5
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	<p>The five senses and associated body parts</p> <ul style="list-style-type: none"> • <i>My Five Senses</i> by Ailiki (1989) • <i>Hearing</i> by Maria Rius (1985) • <i>Sight</i> by Maria Rius (1985) • <i>Smell</i> by Maria Rius (1985) • <i>Taste</i> by Maria Rius (1985) • <i>Touch</i> by Maria Rius (1985) <p>Taking care of your body: Overview (hygiene, diet, exercise, rest)</p> <ul style="list-style-type: none"> • <i>My Amazing Body: A First Look at Health & Fitness</i> by Pat Thomas (2001) • <i>Get Up and Go!</i> by Nancy Carlson (2008) • <i>Go Wash Up</i> by Doering Tourville (2008) • <i>Sleep</i> by Paul Showers (1997) • <i>Fuel the Body</i> by Doering Tourville (2008) 	<p>Introduction to the systems of the human body and associated body parts</p> <ul style="list-style-type: none"> • <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007) • <i>Me and My Amazing Body</i> by Joan Sweeney (1999) • <i>The Human Body</i> by Gellimard Jeunesse (2007) • <i>The Busy Body Book</i> by Lizzy Rockwell (2008) • <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004) <p>Taking care of your body: Germs, diseases, and preventing illness</p> <ul style="list-style-type: none"> • <i>Germs Make Me Sick</i> by Marilyn Berger (1995) • <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005) • <i>Germ Stories</i> by Arthur Kornberg (2007) • <i>All About Scabs</i> by Genichiro Yagu (1998) 	<p>Digestive and excretory systems</p> <ul style="list-style-type: none"> • <i>What Happens to a Hamburger</i> by Paul Showers (1985) • <i>The Digestive System</i> by Christine Taylor-Butler (2008) • <i>The Digestive System</i> by Rebecca L. Johnson (2006) • <i>The Digestive System</i> by Kristin Petrie (2007) <p>Taking care of your body: Healthy eating and nutrition</p> <ul style="list-style-type: none"> • <i>Good Enough to Eat</i> by Lizzy Rockwell (1999) • <i>Showdown at the Food Pyramid</i> by Rex Barron (2004) <p>Muscular, skeletal, and nervous systems</p> <ul style="list-style-type: none"> • <i>The Mighty Muscular and Skeletal Systems</i>: Crabtree Publishing (2009) • <i>Muscles</i> by Seymour Simon (1998) • <i>Bones</i> by Seymour Simon (1998) • <i>The Astounding Nervous System</i>: Crabtree Publishing (2009) • <i>The Nervous System</i> by Joelle Riley (2004) 	<p>Circulatory system</p> <ul style="list-style-type: none"> • <i>The Heart</i> by Seymour Simon (2006) • <i>The Heart and Circulation</i> by Carol Ballard (2005) • <i>The Circulatory System</i> by Kristin Petrie (2007) • <i>The Amazing Circulatory System</i> by John Burstein (2009) <p>Respiratory system</p> <ul style="list-style-type: none"> • <i>The Lungs</i> by Seymour Simon (2007) • <i>The Respiratory System</i> by Susan Glass (2004) • <i>The Respiratory System</i> by Kristin Petrie (2007) • <i>The Remarkable Respiratory System</i> by John Burstein (2009) <p>Endocrine system</p> <ul style="list-style-type: none"> • <i>The Endocrine System</i> by Rebecca Olien (2006) • <i>The Exciting Endocrine System</i> by John Burstein (2009)

MATHEMATICS STANDARDS

Introduction

Toward greater focus and coherence

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

—National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

—Ginsburg, Leinwand and Decker, 2009

Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.

—Ginsburg et al., 2005

There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.

—Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

*articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, **but also the key ideas** that determine how knowledge is organized and generated within that discipline. This implies that “to be coherent,” a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. These deeper structures then serve as a means for connecting the particulars (such as an understanding of the rational number system and its properties). (emphasis added)*

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.

MATHEMATICS STANDARDS

MATHEMATICAL PRACTICE

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MATHEMATICS STANDARDS

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction. The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices. In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

MATHEMATICS STANDARDS

Understanding mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for use of Braille, screen reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

K	1	2	3	4	5	6	7	8	HS
Counting & Cardinality									
Number & Operations Base Ten						Ratios & Proportional Relationships			Number & Quantity
			Number & Operations Fractions			The Number System			
Operations & Algebraic Thinking						Expressions & Equations			Algebra
								Functions	Functions
Geometry									Geometry
Measurement & Data						Statistics & Probability			Statistics & Probability

Findell & Foughty (2011)

College and Career-Readiness through the Common Core State Standards for Mathematics

MATHEMATICS STANDARDS

Grade 3 - Overview

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

1. Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.
2. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.
3. Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.
4. Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

MATHEMATICS STANDARDS

OPERATIONS & ALGEBRAIC THINKING

REPRESENT AND SOLVE PROBLEMS INVOLVING MULTIPLICATION AND DIVISION.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each, or 7 groups of 5 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

UNDERSTAND PROPERTIES OF MULTIPLICATION AND THE RELATIONSHIP BETWEEN MULTIPLICATION AND DIVISION.

5. Apply properties of operations as strategies to multiply and divide.² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

MULTIPLY AND DIVIDE WITHIN 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

SOLVE PROBLEMS INVOLVING THE FOUR OPERATIONS, AND IDENTIFY AND EXPLAIN PATTERNS IN ARITHMETIC.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

MATHEMATICS STANDARDS

NUMBER AND OPERATIONS IN BASE TEN

USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO PERFORM MULTI-DIGIT ARITHMETIC.⁴

1. Use place value understanding to round whole numbers to the nearest 10 or 100. 1.1 Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones; e.g. $3,706 = 3000 + 700 + 6 = 3$ thousands, 7 hundreds, 0 tens, and 6 ones.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

NUMBER AND OPERATIONS—FRACTIONS⁵

DEVELOP UNDERSTANDING OF FRACTIONS AS NUMBERS.

1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize that equivalencies are only valid when the two fractions refer to the same whole.
 - b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
 - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
 - e. Know and understand that 25 cents is a $1/4$ of a dollar, 50 cents is $1/2$ of a dollar, and 75 cents is $3/4$ of a dollar.

¹See Glossary, Table 2.

²Students need not use formal terms for these properties.

³This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

⁴A range of algorithms may be used.

⁵Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

MATHEMATICS STANDARDS

MEASUREMENT & DATA

SOLVE PROBLEMS INVOLVING MEASUREMENT AND ESTIMATION OF INTERVALS OF TIME, LIQUID VOLUMES, AND MASSES OF OBJECTS.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and English Units (oz, lb.), and liters (l).⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.⁷

REPRESENT AND INTERPRET DATA.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

GEOMETRIC MEASUREMENT: UNDERSTAND CONCEPTS OF AREA AND RELATE AREA TO MULTIPLICATION AND TO ADDITION.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
7. Relate area to the operations of multiplication and addition.
 - a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into nonoverlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

MATHEMATICS STANDARDS

GEOMETRIC MEASUREMENT: RECOGNIZE PERIMETER AS AN ATTRIBUTE OF PLANE FIGURES AND DISTINGUISH BETWEEN LINEAR AND AREA MEASURES.

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

GEOMETRY

REASON WITH SHAPES AND THEIR ATTRIBUTES.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

⁶Excludes compound units such as cm^3 and finding the geometric volume of a container.

⁷Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).

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