



California's
COMMON CORE
Content Standards
Fourth 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
Fourth 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 gradespecific standards and retain or further develop skills and understandings mastered in preceding grades.*

LITERATURE

Key Ideas and Details

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. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable. 3rd grade Reading 2.2

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.

RL 5.1

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------------|------------------------|
| • infer | inferir |
| • example | ejemplo |
| • details | detalles |
| • text | texto |
| • specific | especifico |
| • support | |
| • author's purpose | el proposito del autor |
| • explain | explicar |

ESSENTIAL SKILLS/CONCEPT

- Know that what is read needs to make sense
- Identify details and examples
- Draw inferences
- Explain what the text says
- Understand the text
- Cite specific examples and details to support inferences

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:
Students *explain* the selfish behavior by Mary and make *inferences* regarding the impact of the cholera out-break in Frances Hodgson Burnett's *The Secret Garden* by *explicitly referring to details and examples from the text.*

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What was the author's purpose in writing this text?
- What does the author mean when they say _____?
- Which specific details in the text lead you to that conclusion?
- What can you infer from what you have read so far?
- Why do you think that? Can you give specific examples from the text that support your thinking?

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: 3rd grade and 5th grade Reading 3.4. Does not include drama and poems.

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.

RL 5.2

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------------|----------------------|
| • theme | tema |
| • details | detalles |
| • convey | |
| • summarize | resumir |
| • message | mensaje |
| • universal themes | temas
universales |
| • character's actions | |
| • sentence | |

ESSENTIAL SKILLS/CONCEPT

- Understand universal themes in stories such as
 - person vs. nature
 - love and friendship
 - a great journey
 - coming of age
 - good vs. evil
- Determine the theme or main message of the text
- Support the identification of the theme by giving details from the text.
- Summarize the text

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is the main idea of this poem/drama/ story?
- Which of the following best captures the theme of the text?
- How do the character's actions help determine the theme?
- How do the character's actions help support the theme?
- How is the central message conveyed throughout the story?
- Can you summarize what has happened so far?
- Convey to your partner in one sentence what the story is about?

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: not applicable

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).

RL 5.3

3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

ACADEMIC VOCABULARY/ COGNATES

- describe describir
- specific details detalles
 específico
- character
- setting
- location
- environment
- sequence secuencia
- major/minor event
- dialogue diálogo

ESSENTIAL SKILLS/CONCEPT

- Identify and describe a character
- Identify and describe the setting (time, place and social environment) in which the story or an event takes place
- Describe or sequence an event in a story
- Describe or sequence an event in a play/drama
- Provide specific details when describing a character, setting or event in a story.
- Recognize what a character says, thinks or does

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:
Students read Natalie Babbitt's *Tuck Everlasting* and *describe in depth* the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Describe a character in the story using specific details.
- Describe the setting of the story using specific details.
- Describe what happened in the story when ...
- What do you think _____ looks like (character or setting)
- What words does the author use to describe _____ (character or setting).
- What words let you know what the character was thinking?
- Why do you think that happened that way in the story?
- Describe the impact of the setting on the outcome of the story.
- Did the environment effect the outcome of the story?

READING STANDARDS

Craft and Structure

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

CURRENT standard: not applicable

RL 3.4

4. 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 4.4

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).

RL 5.4

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes

ACADEMIC VOCABULARY/

COGNATES

- | | |
|-----------------|------------|
| • definition | definición |
| • example | ejemplo |
| • restatement | |
| • sentences | |
| • context clues | |
| • unknown | |
| • phrase | frase |
| • glossary | glosario |
| • digital | |
| • footnote | |
| • mythology | mitología |

ESSENTIAL SKILLS/CONCEPT

- Use context clues to help determine the meaning of unknown words or phrases in text.
- Use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text
- Use strategies, such as using a glossary, footnote, or digital media to determine the meaning of an unknown word or phrase
- Identify major mythological characters and their traits

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully.

QUESTIONS STEMS

- What does the word _____ mean in this sentence?
- Can you read the words or sentences around the word to help you determine its meaning?
- What does the phrase _____ mean?
- What strategies can you use to help you find the meaning of the word?
- In this sentence, the word _____ means _____.
- Why do you think the author used this word (*mythology term*) to describe _____?

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: 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

RL 3.5

5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL 4.5

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL 5.5

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

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------------|-------------|
| • rhythm | ritmo |
| • meter | |
| • alliteration | aliteración |
| • symbolism | simbolismo |
| • theme | tema |
| • cast | |
| • verse | verso |
| • stage directions | |
| • setting | |
| • story | |

ESSENTIAL SKILLS/CONCEPT

- Define a poem
- Identify the elements of a poem
- Define prose
- Identify the elements of prose
- Define drama
- Identify the elements of drama (plays)
- Explain the difference between these texts
- Compare and contrast differences between poems, prose, and drama

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task: Students *refer to the structural elements* (e.g., *verse, rhythm, meter*) of Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the *poem* and contrasting the impact and *differences* of those *elements* to a *prose* summary of the *poem*.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- This selection can best be described as _____?
- Can you show me a verse in this poem?
- Who are the major characters in the play/drama?
- Can you explain the difference between a poem and a selection of prose?
- Find an example of how the author uses rhythm in the poem.
- Where is this drama set?
- Explain the differences between a poem and a drama
- Can you show me an example of a verse, rhythm, and/or meter in this poem?

READING STANDARDS

Integration of Knowledge and Ideas

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

CURRENT standard: 6th grade Reading 3.5

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.

RL 5.6

6. Describe how a narrator's or speaker's point of view influences how events are described.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|------------------------|-----------------------|
| • compare and contrast | comparar y contrastar |
| • point of view | punto de vista |
| • perspective | perspectiva |
| • narrate | narrar |
| • narrator | narrador |
| • first person | primera persona |
| • third person | tercera persona |
| • selections | selecciones |
| • text | texto |
| • stories | |

ESSENTIAL SKILLS/CONCEPT

- Identify the person who is telling the story
- Know that the way a person tells a story is impacted by their role in the story
- Know that when telling a story from the first person, the writer will use the terms *I* or *we*
- Third person point of view is often indicated by the use of the terms *he*, *she*, *it* or *they*
- Compare the point of view from different stories
- Contrast the point of view from different stories

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Is the selection/story written in the first or third person? How do you know?
- Who is telling the story in this selection?
- How is the perspective of the narrator different in the stories we read.
- Are there similarities in the perspective from which these stories are being told?
- How does the narrator's point of view influence the actions in the story?

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

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.

RL 5.7

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

ACADEMIC VOCABULARY/ COGNATES

• compare	comparar
• contrast	contrastar
• presentation	presentación
• visual	visual
• oral	oral
• drama	drama
• version	versión
• specific	específico
• descriptions	descripciones
• directions	direcciones

ESSENTIAL SKILLS/CONCEPT

- Read and understand the main ideas of the text/drama
- Compare the text of a story/drama and a visual presentation of the text (movie, video, drama)
- Compare the text of a story with an oral presentation and find where it reflects specific descriptions in the text.
- Compare the text of a story/drama with a visual presentation and find where it reflects specific details in the text.

TEACHING NOTES AND STRATEGIES

Sample Performance Task: Students *make connections between the visual presentation of John Tenniel's illustrations in Lewis Carroll's *Alice's Adventures in Wonderland* and the text of the story to identify how the pictures of Alice reflect =descriptions of her in the text.*

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- How are the story and the visual presentation (picture, drawing, video) the same?
- How are the story and the oral presentation (speech, recording) the same?
- How does the drawing/visual show what the author is saying.
- Does the presentation accurately reflect the story?
- What part of the story or drama is represented by the presentation

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Not applicable

CURRENT standard: not applicable

RL 3.8

8. (Not applicable to literature)

RL 4.8

8. (Not applicable to literature)

RL 5.8

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: not applicable

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.

RL 5.9

9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ACADEMIC VOCABULARY/ COGNATES

• compare	comparar
• contrast	contrastar
• treatment	
• culture	cultura
• patterns	
• events	eventos
• traditional	tradicional
• myth	mito
• story	
• text	texto

ESSENTIAL SKILLS/CONCEPT

- Identify themes
- Identify topics
- Sequence events and find patterns
- Understand the structure of stories, myths, and stories from other cultures.

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is this story about?
- What is the theme of this text?
- How is this theme similar to other stories we have read?
- Can you see any patterns in the events in this story and other stories we have read?
- How do the events of this text differ from other stories we have read?
- How is a myth different from a story?
- How is this version of the story different from the version from (country or culture)

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

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

RL 5.10

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

ACADEMIC VOCABULARY/ COGNATES

- independent reading
- genres géneros
- literature literatura
- level nivel
- range
- stories
- drama drama
- poetry poesia

ESSENTIAL SKILLS/CONCEPT

- Select books at the appropriate grade level
- Appreciate various genres of literature
- Use media (audio, computer) to help understand books that are slightly above the current reading level
- Be self motivated to read beyond the classroom
- Monitoring the reading done during the school year

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What have you read independently lately? What was the reading range of this book?
- What genres have you read?
- What genre did you enjoy the most?
- Have you read multiple books by the same author?
- Who is your favorite author?
- Do you think you are ready to move to the next level?

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 3.1

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

RI 5.1

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------|------------|
| • inference | inferencia |
| • example | ejemplo |
| • details | detalles |
| • text | texto |
| • specific | específico |
| • support | |
| • author | autor |
| • message | mensaje |
| • purpose | proposito |
| • explain | explicar |

ESSENTIAL SKILLS/CONCEPT

- Identify details and examples
- Draw inferences
- Explain what the text says
- Understand the text
- Cite specific examples and details to support inferences

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What was the author's purpose in writing this text?
- What does the author mean when they say _____?
- Which specific details in the text lead you to that conclusion?
- What can you infer from what you have read so far?
- Why do you think that? Can you give specific examples from the text that support your thinking?

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: 3rd grade Reading 2.5

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.

RI 5.2

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------|------------|
| • main idea | |
| • text | texto |
| • key details | |
| • determine | determinar |
| • support | |
| • explain | explicar |
| • summarize | resumir |
| • summary | resumen |

ESSENTIAL SKILLS/CONCEPT

- Identify the main idea of the text
- Determine which details are key to the text
- Explain how the main idea is supported by details
- Know how to summarize text
- Use key details and the main idea to summarize

TEACHING NOTES AND STRATEGIES

Sample Performance Task: Students *determine the main idea* of Colin A. Ronan's "Telescopes" and create a *summary* by *explaining how key details support* his distinctions regarding different types of telescopes.

QUESTIONS STEMS

- What is the message so far?
- What is this passage about?
- Why do you think that? Can you give some details from the text that supports your thinking?
- Can you give me a sentence that tells what this text was about?
- Write a short summary about what you learned.
- How would you summarize what you have read so far?

READING STANDARDS

Key Ideas and Details

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

CURRENT standard: not applicable

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.

RI 5.3

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------------------|------------------------|
| • explain | explicar |
| • procedure | procedimiento |
| • events | |
| • ideas | ideas |
| • concepts | conceptos |
| • historical | historico |
| • scientific | cientifico |
| • technical text | texto tecnico |
| • specific information | información específica |
| • results | resultados |

ESSENTIAL SKILLS/CONCEPT

- Understand the difference between events, procedures, ideas, or concepts.
- Read and understand history/social science text
- Read and understand science text
- Read and understand technical text
- Explain what happened and why it happened based on information in the text.

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Can you explain what is happening in this text?
- Why do you think this is happening?
- What is the first step in this procedure? Can you explain what step comes next?
- What is the main idea of this text?
- What was the result of _____'s idea?

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

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.

RI 5.4

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------------|-------------------------|
| • domain | dominio |
| • prefixes – suffixes | prefijos--sufijos |
| • Greek | griego |
| • Latin | latin(n)/ |
| latino(adj) | |
| • multiple meanings | |
| • figurative language | llenguaje
figurativo |
| • dictionary | diccionario |
| • glossary | glosario |

ESSENTIAL SKILLS/CONCEPT

- Know how to use a dictionary to determine the meaning of unknown words.
- 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.
- Use antonyms and synonyms as clues to find the meaning of grade level words.
- Understand that words may be used as figurative language
- Recognize when words are used as a common idiomatic expression

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task: *Students determine the meaning of domain-specific words or phrases, such as crust, mantle, magma, and lava, and important general academic words and phrases that appear in Seymour Simon's Volcanoes.*

SBAC Claim # 5: Use oral and written language skillfully.

QUESTIONS STEMS

- What tools can you use to help you find the meaning of this word?
- What does the word _____ mean in this sentence?
- Can you read the sentences around the word to help you determine its meaning?
- What does the phrase _____ mean?
- Are there any parts of the word that you know? Can you use that to help you figure out the meaning of the word?
- What strategies can you use to help you find the meaning of the word?
- Can you use the computer to help you find the meaning of that word?
- Where can you look in the book to help you figure out what that word means?

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 Identify structural patterns found in informational text (compare contrast, cause/effect, sequential/chronological, proposition/support) to strengthen comprehension.

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.

RI 5.5

5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

ACADEMIC VOCABULARY/

COGNATES

• organization	organización
• structure	estructura
• text	texto
• chronology	cronológico
• comparison	comparación
• cause/effect	causa/efecto
• problem/solution	problema/ solución
• order	orden
• events	eventos
• ideas	ideas
• sequence	secuencia
• describe	describir
• tell	

ESSENTIAL SKILLS/CONCEPT

- Know that organizational structures are used to convey information
- Know that some information is written in time order
- Know that some information is written comparing objects, people, or events
- Know that some information is written telling causes and effects of those causes, events, ideas, or concepts
- Know that some information is written telling about problems caused by ideas, concepts or events and the solutions to those problems

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- How is this organized?
- Is the author comparing ideas?
- What happened first?
- What is the problem in this section of the book?
- What are some of the causes of this ...
- What happened when
- What was the result of ...

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.²

CURRENT standard: not applicable

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.

RI 5.7

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------|-----------------|
| • interpret | interpretar |
| • information | información |
| • graphs | grafico |
| • charts | |
| • legends | |
| • diagrams | diagramas |
| • time lines | línea de tiempo |
| • animation | animación |
| • increase | |
| • decrease | |
| • explain | explicar |
| • analyze | analizar |
| • contributes | contribuye |

ESSENTIAL SKILLS/CONCEPT

- Know that information can be presented in various forms
- Understand how to read charts, graphs, diagrams and timelines in print media
- Have experience/access to Web sources
- Know that charts, graphs, time lines, animations or interactive elements can help a person understand text
- Explain what the information means

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students *interpret* the visual *chart* that accompanies Steve Otfinoski's *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* and explain *how the information found within it contributes to an understanding of how to create a budget.*

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What does this chart mean?
- Can you tell if this is increasing or decreasing?
- When did this event happen on the time line?
- How does the diagram help us understand what the topic is?
- What does the animation mean? Can you explain what the animation is showing?
- What helped you understand this chart?
- Is there a legend that can help you figure out what this means?

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: not applicable

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.

RI 5.8

8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

ACADEMIC VOCABULARY/ COGNATES

- reasons razones
- evidence
- support
- author autor
- proof
- explanation explicación
- points puntos

ESSENTIAL SKILLS/CONCEPT

- Identify the points an author is making
- Know the difference between evidence and reasons
- Describe how an author explains a point in the text
- Explain what evidence is used and how it supports what the author is saying.

TEACHING NOTES AND STRATEGIES

Sample Performance Task: Students *explain* how Melvin Berger uses reasons and evidence in his book *Discovering Mars: The Amazing Story of the Red Planet* to support particular points regarding the topology of the planet.
SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Identify at least two points the author is trying to make in this text.
- Did the author use any evidence to support his thinking?
- Where on the page does the author use facts to support what he has written?
- Why did the author write that?
- Did the author give any reason for writing that?
- Can you tell me why the author might have written about that?
- Is there any proof in this text to support what the author says?

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: not applicable

RI 3.9

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

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|-------------|
| • integrate | integrar |
| • information | información |
| • combine | combinar |
| • topic | |
| • details | detalles |
| • knowledgeable | |
| • subject | sujeto |

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

RI 4.9

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

ESSENTIAL SKILLS/CONCEPT

- Read informational text
- Find the common details about a topic when reading two different texts
- Determine which details in the both texts are important
- Compare the details in the text to find which are contrasting
- Combine the information to meet the purpose for writing or speaking

QUESTIONS STEMS

- What did you learn from this piece of text about *__topic__*?
- Were there details in this piece that you found in the other text?
- How are you deciding what details are important enough that you need to include them when you are writing?
- Did the author of this text write something that you need to include that the other author didn't?
- How are you keeping track of the information so that you can put it together when you are writing or talking?
- Does that sound like you know what you are talking about?

RI 5.9

9. Integrate information from several 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 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.

RI 5.10

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 4–5 text complexity band independently and proficiently.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------------|-------------------|
| • comprehend | comprender |
| • understand | |
| • technical text | texto técnico |
| • science | ciencia |
| • history | historia |
| • social studies | ciencias sociales |
| • text | texto |
| • complexity | complejidad |
| • level | nivel |
| • range | |

ESSENTIAL SKILLS/CONCEPT

- Know the difference between narrative and informational texts
- Understand how to use text features to comprehend informational text
- Be aware that the purpose for reading informational text is to learn about or understand a subject better
- Have access to many different types of informational text such as magazines, online websites, textbooks, that vary in the range of text complexity

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Have you tried reading this book about...?
- The school library has a book about...
- After you read the chapter in the science book, you might want to read this trade book.
- Another book about this topic is ...

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: 3rd grade Reading 1.2

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.

RF 5.3

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

- letter-sounds letras-sonidos
- syllabication pattern
- context contexto
- skills
- roots
- base words
- affixes afijos
- accurately

ESSENTIAL SKILLS/CONCEPT

- Know which letters and sounds are related
- Be familiar with syllabication patterns
- Use roots, affixes and base words to read
- unfamiliar multisyllabic words in context
- Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Can you make all the sounds in that word in order?
- Are there any familiar parts in that word that you can use to help you?
- Do you know any other words like that?
- When you are not sure what a word is, don't forget to look to see if there are any root or base words you might know.
- Have you looked to see what the base word might be?

READING STANDARDS

Fluency

Anchor: Not applicable

CURRENT standard:1.1 Read narrative and expository text aloud with grade-appropriate fluency, and accuracy and with appropriate pacing, intonation, and expression.

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.

RF 5.4

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

- | | |
|------------------------------|-----------------|
| • self-correction | auto-corregir |
| • self-monitoring | auto-monitorear |
| • fluency | fluidez |
| • comprehension | comprensión |
| • re-reading | |
| • checking for understanding | |
| • genres | géneros |
| • purpose | |
| • skim | |
| • scan | |
| • expression | expresión |

ESSENTIAL SKILLS/CONCEPT

- Set a purpose for reading
- Know when understanding has been lost
- Use expression when reading
- Self-monitor for understanding
- Use strategies for self-correction
- Read a variety of fiction text
- Re-read for fluency and comprehension
- Skimtext
- Scan text

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What is your reason for reading this selection?
- Are the words making sense?
- What can you do when the story/text doesn't make sense?
- What strategies can you use to help you understand what you are reading?
- Don't forget to skim the text, so you know what you will be reading about.
- Did you scan the page before starting to read?
- After looking at the question, can you scan the page for an answer?
- Can you make that sound like you were talking?

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: 5th grade Writing 2.2 and 2.4

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.

W 5.1

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 ideas are logically grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - d. Provide a concluding statement or section related to the opinion presented.

ACADEMIC VOCABULARY/ COGNATES

- fact
- opinion opinión
- text texto
- structure estructura
- conclusion conclusión
- support
- reasons razones
- linking words/phrases
- transitional words

ESSENTIAL SKILLS/CONCEPT

- Know the difference between fact and opinion pieces
- Support a point of view
- Know various organizational text structures
- Know how to group related ideas
- Support reasons with facts and details
- Use transitional words
- Write a conclusion
- Relate the conclusion to the opinion

TEACHING NOTES AND STRATEGIES

See Appendix C: Zoo Trip (4th) page 25 - 26
SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- What is your piece about? How will you support your opinion?
- What are your reasons for writing about this?
- Which details and facts have you included that support your opinion?
- How is your writing organized? Chronological order, cause and effect...?
- Does your conclusion restate your opinion?
- Which words or phrases help move the reader logically between your opinions to your reasons for that opinion?

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: 2.2 Write response to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge. 2.3 Write informational reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (speakers, books, newspapers, and other media sources). 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details

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.

W 5.2

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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 and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - 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

- | | |
|--------------------|----------------------------|
| • inform | informar |
| • explain | explicar |
| • topic | |
| • conclude | concluir |
| • specific | especifico |
| • precise | preciso |
| • vocabulary | vocabulario |
| • section | sección |
| • domain | dominio |
| • group/categorize | categorizar |
| • media | los medios de comunicacion |
| • illustrator | ilustrador |

ESSENTIAL SKILLS/CONCEPT

- Know the difference between writing text to inform or explain
- Know how to write a topic sentence.
- Chose facts, definitions, quotes, examples to add to the writing
- Know how to organize related information into paragraphs or sections.
- Know how titles, headings, and subheadings function and how they are formatted
- Use linking/transitional words to group ideas within categories
- Know semantic differences in words that lead to precise and specific language
- Know how to conclude by using a statement or section of related information or explanation

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- Are you writing to inform or explain?
- What is your topic?
- What will be your topic sentence
- Can you organize your ideas using a cluster web?
- How will you finish your writing?
- Is there another word you can use?
- Let's brainstorm another way to say that.
- Where are your examples, definitions and details?
- What do others say about your topic? Can you include a quote from the information?
- Are there illustrations, or other media you can use as a source to make your text easier to understand?

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: not applicable

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.

W 5.3

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 narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses 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

• problem	problema
• character	
• detail	detalle
• description	descripción
• setting	
• audience	audiencia

ESSENTIAL SKILLS/CONCEPT

- Know that a narrative tells a story.
- Describe a setting and let people know who the story is being told about.
- Let the audience know 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.
- Know how to add sensory details to describe the characters and settings
- Recognize transitional words
- Use transitional words to move from the beginning to the end of the story
- Know how to sustain a story over multiple paragraphs (events)

TEACHING NOTES AND STRATEGIES

See Appendix C: Magic Shoes ** page 27 - 28
SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- When, where and who will your story be about?
- Who is telling the story?
- What problem will the main character face?
- How will the problem change the character?
- Can you add more descriptions to your setting?
- What actions will the characters take in response to the events in the story?
- Remember to show not just tell
- Did you lead up to your conclusion?
- What events will lead up to your conclusion?

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 Select focus, an organizational structure, a point of view based upon purpose, audience, length, and format requirements. 1.2 Multiple –paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea w/topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations d. Conclude with a paragraph that summarizes the points. e-Use correct indentation. 1.3 Use traditional structures for conveying information (chronological order, cause and effect, similarity and difference, posing and answering a question).

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.)

W 5.4

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

- | | |
|----------------------|-----------------------|
| • clear | claro |
| • coherent | coherente |
| • go together | |
| • paragraph | párrafo |
| • develop | |
| • organize | organizar |
| • purpose | proposito |
| • audience | audiencia |
| • multiple-paragraph | de multiples párrafos |
| • chronological | cronológico |
| • order | orden |
| • task | |

ESSENTIAL SKILLS/CONCEPT

- Know how to write in a logical, sequential manner
- Know how to choose words so that meaning is clear
- Recognize and use organizational structures such as chronological order, cause and effect, etc.
- Understand why they are writing
- Understand who the writing is for
- Understand the writing task, to research, to persuade, to inform etc.

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- Who will be reading your writing?
- Are you writing to tell a story or to help someone learn more about ...?
- How will you organize your writing?
- Is there a thinking map you can use to help you organize your ideas?
- Is there information you need to include? Where will you add that information?
- Does this need to be longer?
- Could you add another paragraph telling about...?
- Do you think your reader will understand what you are trying to say?
- Did you write what you meant to say?

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: 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

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.)

W 5.5

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ACADEMIC VOCABULARY/

COGNATES

- proofreading
- editing
- revising revisar
- peers
- purpose proposito
- organize organizar
- draft
- planning planificación (n)
- develop
- strengthen

ESSENTIAL SKILLS/CONCEPT

- Use brainstorming, webs, or clusters to help generate ideas for writing
- Organize thoughts and ideas
- Seek and respond to suggestions from peers about what has been written
- Understand and use grammar and spelling conventions
- Edit for word usage and choice to strengthen details
- Seek guidance from peers to help add precise language/ideas to the writing

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What will you use to help organize your ideas?
- Can you create a graphic organizer/thinking map to help you sequence your ideas/events?
- Can you re-write this so that the ideas/details are clearer?
- Have you completed your first draft?
- Did you share with your audience what you intended to say?
- Have you asked your partner/group to give you feedback about what you have written so far?
- Is there a better way you could start/end your writing?
- What is your topic sentence?
- Have you used your editing/proofreading checklist to help you make any changes?

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: 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (cursor, software, memory, disk drive, hard drive).

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.

W 5.6

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

- Internet Internet
- publisher
- PowerPoint
- working together
- save
- menu menú
- font
- keyboarding
- spell check
- word processing
- format formatear

ESSENTIAL SKILLS/CONCEPT

- Have a working knowledge of keyboards and word processing
- Be familiar with Internet tools such as search engines, online dictionaries, thesaurus, spell check and grammar check
- Use programs such as PowerPoint, Publisher, and Word, to create written documents.
- Know how to download documents and cite the source of the downloaded documents
- Work collaboratively to complete a written project/document
- Know how to use formatting functions such as setting margins, spacing, capitalizing, and page orientation
- Determine which font, font size, and style should be used

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Don't forget to use the correct font, tabs, or spacing when you are typing your paper.
- Will you save your document or are you ready to print?
- Have you used the spell checker to help you edit your writing?
- You might need to use the thesaurus to say that another way.
- You might try making this into a PowerPoint so that you can present your ideas.
- What online sources might you use to help write your paper?
- How did your group divide the responsibilities so that you all contributed to completing the project?

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: 2.2 Informational presentations a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (speakers, books, newspapers, television or radio reports).

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.

W 5.7

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

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------|---------------|
| • aspects | aspectos |
| • topics | |
| • research | |
| • project | proyecto |
| • investigation | investigación |
| • sources | |
| • primary sources | |
| • perspective | perspectiva |
| • cite | citar |

ESSENTIAL SKILLS/CONCEPT

- Know how to use reference materials such as encyclopedias, atlas, search engines or databases
- Know how to select a topic that can be researched
- Be able to use keywords for searching a topic
- Be familiar with the organizational structures used when writing a research project
- Realize that there are various perspectives on the same topic
- Know how to cite all sources
- Use graphic organizers or thinking maps to move through the research project logically

TEACHING NOTES AND STRATEGIES

SBAC Claim # 4: Conduct Research

QUESTIONS STEMS

- What will your project be about?
- Can you narrow your topic?
- What sources will you use to present information?
- What online sources might you use?
- Which key words can you think of to search for additional information about your topic?
- Do you think someone else might have a different point of view?
- What do you think your readers will learn after they have read your report?
- How will you organize your information?
- How will you keep track of the sources you will use?

WRITING STANDARDS

Production & Distribution of Writing

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: 1.7 Use various reference materials (dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

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.

W 5.8

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------------|--------------|
| • list | lista |
| • sources | |
| • bibliography | bibliografía |
| • cite | citar |
| • relevant | pertinente |
| • on topic | |
| • digital sources | |
| • encyclopedia | enciclopedia |
| • note-taking | |
| • paraphrasing | parafrasear |
| • quoting/quotation | |
| • recall | |
| • Internet search | |

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, magazines, and books
- Summarize information
- Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers
- Know how to cite both digital and print sources
- Know how to organize the information logically
- Know how to organize the information by categories
- After reading and gathering information, convey the information in their own words

TEACHING NOTES AND STRATEGIES

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

QUESTIONS STEMS

- Ask yourself, "How does this support my topic?"
- Is this information important to your research?
- How will you include this information in your report?
- How will you keep track of the information that you have looked at and the information that you have used?
- Where can you get information on how to cite the sources you used?
- Can you say that using your own words?
- Can you use an organizer to help you group your ideas?
- What do you need to do if you are using the author's words?
- How will you keep your notes organized?

WRITING STANDARDS

Research to Build & Present Knowledge

Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CURRENT standard: 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine causes for that character's actions.

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.
- 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]").
 - 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").

W 5.9

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
 - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|-------------|
| • research | |
| • analysis | análisis |
| • evidence | |
| • literary | literario |
| • informational | informativo |
| • details | idetalles |
| • reasons | razones |

ESSENTIAL SKILLS/CONCEPT

- Recognize which details are significant in the text
- Express the events, setting and role of the characters in a story or drama
- Analyze details in order to describe a character, setting or event
- Reflect on the points that an author is trying to make
- Analyze the reasons and evidence that the author use to support the points

TEACHING NOTES AND STRATEGIES

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

QUESTIONS STEMS

- What topic did you chose to research?
- What are some possible sources you might use?
- What evidence does the author use to support the points being made in the text?
- How will you support the points you are trying to make?
- Which details can you add that will make your writing stronger?
- Have you considered sources that have different points of view?
- Did you use at least _____ different sources or evidence?
- What caused you to think or believe that?
- Do you share the view of the author? Why or why not?

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 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.

W 5.10

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 | |
| • reflection | reflección |
| • revise | revisar |
| • proofread | |
| • allowed/permitted | permitido |
| • history | historia |
| • social sciences | ciencias sociales |
| • audience | audiencia |

ESSENTIAL SKILLS/CONCEPT

- Be able to organize thoughts to focus on topic
- Select appropriate writing topics
- Recognize the purpose for writing
- Know the audience
- Know how to research a topic using various sources
- Generate questions to continue to write on the topic for an extended amount of time
- 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 ...
- Don't forget to take a few minutes to plan your writing
- You need to include at least _____ sources.
- Use your proofreading checklist when you are editing and revising
- Re-read your writing or ask a peer to read it to see if there are additions you need to make
- Your research paper must be at least _____ pages long.
- Think about whom your audience is and why you are writing as you plan your paper.

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 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

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.

SL 5.1

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SPEAKING & LISTENING

ACADEMIC VOCABULARY/

COGNATES

- | | |
|-----------------|--------------|
| • discussion | discusión |
| • conversation | conversación |
| • group work | |
| • understanding | |
| • light | |
| • role | |
| • clarify | aclarar |
| • link | |

ESSENTIAL SKILLS/CONCEPT

- Know that in order to be prepared, material must have been read or studied
- Know how to work with a partner
- Develop good study habits
- Use rules for conversations
- Recognize the ideas of others
- Know the language used to build on those ideas
- Ask questions to clarify information
- Offer comments or responses linked to the remarks of others
- Know the responsibilities of the different roles given for accomplishing a task
- Know how to explain an idea or answer that is different for those already offered

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 shoulder partner...
- I will give you 1 minute to tell your partner everything you learned about_____.
- Does everyone understand what their role is for completing the task?
- Remember if you are the A partner you will talk first and B partner will listen.
- Be prepared to ask several questions that you can discuss with your group or partner.
- If you don't understand be sure to ask your partner to repeat or to clarify.
- Be sure that everyone in the group has a chance to add their opinion.
- In light of what has already been said, what are your ideas about this ...
- What words can you use to link your ideas to the ideas that we have already talked about?
- Be prepared to explain your ideas and what you new understanding you have.
- Can you show the group where you are getting your information?

SPEAKING & LISTENING

Comprehension & Collaboration

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

CURRENT standard: 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

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.

SL 5.2

2. Summarize a written text read aloud or information presented in diverse media and formats

ACADEMIC VOCABULARY/

COGNATES

- | | |
|------------------|--------------|
| • diverse | diverso |
| • media | medios |
| • orally | oralmente |
| • portion | |
| • quantitatively | cuantitativo |
| • formats | |
| • charts | |
| • graphs | gráfico |
| • video | vídeo |
| • graphics | gráficas |

ESSENTIAL SKILLS/CONCEPT

- Recognize the main ideas presented in text
- Recognize the main ideas presented in diverse media including visual, oral, or digital formats
- Paraphrase information
- Recognize what information is being conveyed through diverse media, such as graphs, graphics, video, 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

- Summarize what you saw.
- Share the main idea with you partner.
- How did you decide that these were key details?
- Tell your group, what information the author represented by using the graph/chart.
- Using your own words, what were the main ideas presented in the video?
- What media did the author use to present his/her ideas? Why do you think the author chose to present his/her ideas this way?
- What portion of the text, made you think that?

SPEAKING & LISTENING

Comprehension & Collaboration

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

CURRENT standard: 5th grade Listening and Speaking 1.3

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.

SL 5.3

3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------|--------------|
| • media | medios |
| • reasons | razones |
| • speaker | |
| • support | |
| • evidence | |
| • points | puntos |
| • opinion | opinión |
| • conclusions | conclusiones |

ESSENTIAL SKILLS/CONCEPT

- Know that media sources include both online, visual and print sources
- Infer the messages conveyed through media sources
- Understand that evidence can be examples, facts, or images
- Know that facts, examples, and explanations can be used as support for an opinion
- Identify the reasons a speaker gives to support their argument

TEACHING NOTES AND STRATEGIES

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

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- Why is the speaker trying to make these particular points?
- What is this (media) trying to tell you?
- What reasons does the speaker give that support his points?
- Give an example of the type of evidence the speaker used to support his/her point. Do you believe what the speaker is saying? Why?
- What reasons made you agree/ disagree with what you heard or saw?
- Based on what you saw or heard what conclusions did you come up with?

SPEAKING & LISTENING

Presentation of Knowledge & Ideas

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

CURRENT standard: 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and events. 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts. 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information. 2.1 Narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected event or experience is memorable.

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.**

SL 5.4

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.**
- b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.**

SPEAKING & LISTENING

ACADEMIC VOCABULARY/

COGNATES

- recount
- relates relatar
- recollections
- insights
- clear claro
- appropriate apropiado
- relevant
- pace paso
- descriptive descriptiva/a
- rubric
- theme tema

ESSENTIAL SKILLS/CONCEPT

- Know strategies for organizing a presentation such as brainstorming, the use of graphic organizers, or thinking maps
- Use structures for organizing presentations such as chronologically, problem/solution, cause and effect, before and after
- Recall an experience that is memorable using relevant, descriptive details.
- Plan carefully so that your presentation includes relevant details and clear context
- When presenting use a clear, understandable voice and an appropriate pace
- 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.

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What topic will you be writing about in your report?
- After studying _____ your group will write a report and make a presentation.
- Have you included all the key details your reader needs to know about _____?
- How will you organize your information? Sequentially? Cause and Effect?
- Which graphic organizer can you use to help you organize your story?
- Have you included all the details that make your experience memorable?
- Are you including sensory information to help your audience understand your story?
- Remember to speak slowly and clearly so that everyone can hear you.
- When you are going over your presentation be sure to use the speaking and listening rubric.
- How will you make sure that what you will say is relevant to your main idea?
- What is the theme of your story?

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: not applicable

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.

SL 5.5

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ACADEMIC VOCABULARY/ COGNATES

- enhance
- presentation presentación
- display
- visually visualmente
- theme tema
- audio recordings
- PowerPoint
- ClipArt
- appropriate apropiado/a

ESSENTIAL SKILLS/CONCEPT

- Know how to use audio equipment like tape recorders, video cameras, web cameras, Skype
- Know how to use digital programs like PowerPoint, Clip Art, Publisher, Photoshop to add visuals to presentations
- Create visual displays such as legends, charts, graphs, and display boards to convey information

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills

QUESTIONS STEMS

- Can you add a graphic that will help others understand your ideas?
- How will you present your information? Will you use a storyboard or PowerPoint?
- Can you add a legend to your chart that will help the reader?
- Can you add sound or video clips to your PowerPoint presentation?
- Can you insert Clipart or a picture to strengthen the details in your report?
- What information can be displayed visually to enhance the theme or main idea?
- Be sure to use graphics that are appropriate to your grade level and topic.

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: Addressed in paragraph preceding the 4th grade CA Listening and Speaking standards.

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.

SL 5.6

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

ACADEMIC VOCABULARY/ COGNATES

• contexts	contextos
• formal	formal
• informal	informal
• speech styles	
• discourse	discurso
• situations	situaciones
• times	
• Standard English	
• conventions	convenciones
• grammar	gramática

TEACHING NOTES AND STRATEGIES

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

ESSENTIAL SKILLS/CONCEPT

- Know that media sources include both online, visual and print sources
- Infer the messages conveyed through media sources
- Understand that evidence can be examples, facts, or images
- Know that facts, examples, and explanations can be used as support for an opinion
- Identify the reasons a speaker gives to support their argument

QUESTIONS STEMS

- Who is your audience?
- Will you need to use formal or informal English?
- Is this a situation when you are talking to friends and family, or are you making a presentation?
- Use complete sentences when you are responding to questions about the topic.
- Are you using specific vocabulary that is important to the topic you will be talking about?
- Are you observing the rules for speaking?
- As you are presenting your ideas, remember to use the Standard English rules for grammar and punctuation.
- Are you speaking clearly enough so that your audience can understand you?

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 Use simple and compound sentences in writing and speaking. 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. 1.3 Identify and use regular/irregular verbs, adverbs, prepositions, coordinating conjunctions in writing and speaking. 3rd grade Reading 1.4

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*).*

L 5.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.*
 - e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

LANGUAGE STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- command
- run-ons
- fragments fragmento
- standard English
- grammar gramática
- relative pronouns
- progressive verb tense
- legibly legiblemente
- cursive cursivo
- italics itálicas
- modal
- conventional sentence patterns
- interrogative relative pronouns
- relative adverbs adverbios
- relativos
- confusing confuso

ESSENTIAL SKILLS/CONCEPT

- Know the rules that govern grammar usage such as
 - when to use modal verbs to express conditions
 - the order of adjectives in a sentence
 - how to form prepositional phrases
 - how to form complete sentences
 - recognize and correct sentence fragments or recognize and correct run-on sentences
- Understand that an action that is in progress can usually be expressed as an ing verb
- Write legibly using cursive or joined italics (D'Nealian)
- Understand that some words are tricky and can be used incorrectly

TEACHING NOTES AND STRATEGIES

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

QUESTIONS STEMS

- Does that sound/look right?
- Read what you wrote slowly? Did you write what you just said?
- Listen as I read what you wrote. Did that sound right?
- Is there another way to write that word that would be better to use here?
- Can you think of a homograph that might fit here?
- Could you write that so that I can read it?
- Do you need help writing that letter/word?
- What is this sentence missing? Did you tell who did what?
- Is that a complete sentence or is it a run-on?
- Grammatically your sentence is correct, but it doesn't sound right.
- Did you use your best handwriting?
- Ask your partner to reread your writing and tell you if it is legible.
- Working with a partner, use the words, who, whose, whom, which, and that in a question.

LANGUAGE STANDARDS

Conventions of Standard English

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

CURRENT standard: 1.4 Use parentheses, commas in direct quotations, and apostrophes, in possessive case of nouns and in contractions. 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, and the first word in quotations when appropriate. 1.7 Spell correctly roots, inflections, suffixes and prefixes, syllable constructions.

L 3.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. 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.
 - a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.

L 5.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.*
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

LANGUAGE STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- quote
- capitalize
- dialogue diálogo
- direct speech
- comma coma
- conjunction conjunción
- coordinating conjunction
- simple sentence
- compound sentence
- affixes afijos
- roots
- appropriate apropiados
- dictionary diccionario
- generalizations generalizaciones
- analogies analogías

ESSENTIAL SKILLS/CONCEPT

- Capitalize words at the beginning of a sentence, in titles and proper names
- Understand the use of quotation marks to denote that someone is speaking
- Understand the use of quotation marks when quoting from a text
- Identify independent clauses
- Understand the use of the comma in dialogue
- Use spelling patterns, word roots, affixes, syllable construction to help spell words correctly
- Understand how to use generalizations and analogies when spelling
- Use dictionaries or digital media to look for the correct spelling of a word

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write effectively

QUESTIONS STEMS

- Remember to use correct grammar when you are speaking or writing.
- What are some strategies you can use to help you write correctly?
- What is the correct way to write the underlined part of the sentence?
- Which sentence is written correctly?
- How should this be punctuated?
- How should this be written to show that someone is talking?
- There are errors in this sentence, which words should be capitalized?
- Do you know another word like that?
- Where can you go to find out how to spell a word?

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: not applicable

L 3.3

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

L 5.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------------|-------------|
| • convey | |
| • precision | precisión |
| • precise | preciso |
| • differentiate | diferenciar |
| • effect | efecto |
| • formal | formal |
| • informal | informal |
| • discourse | discurso |
| • shades of meaning | |

ESSENTIAL SKILLS/CONCEPT

- Know punctuation rules
- Know capitalization rules
- Know basic grammar rules
- Know that discourse refers to speech or writing that extends beyond a sentence.
- Recognize that words have differences or shades of meaning
- Use a thesaurus to find precise language to include when writing or speaking
- 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 proofread your writing?
- Have you determined the purpose for your speech/writing/presentation?
- Have you determined who will be your audience?
- Is the tone or discourse style appropriate to your audience?
- Have you followed the rules of punctuation and grammar?
- Did you practice your presentation with your group and did they provide you with feedback?
- Did you use a thesaurus to locate other ways to say _____?
- Did you use quotes, questions, or exclamations to add emphasis to your writing/presentation?
- In your discussion with your group, did you talk about using precise language to convey your ideas? How did you check for this language?

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: 1.3 Use knowledge of root words to determine the meaning of unknown words and phrases. 1.4 Know common roots and affixes derived from Greek/Latin and use this knowledge to analyze the meaning of complex words (international) 1.5 Use a thesaurus to determine related words and concepts. 1.6 Distinguish and interpret words with multiple meaning

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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - 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.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - 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**.

L 5.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., cause effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
 - 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

- reference materials materials de referencia
- definitions definiciones
- restatements
- phrase frase
- affixes afijos
- clues
- precise preciso
- clarify aclarar
- multiple-meaning words

ESSENTIAL SKILLS/CONCEPT

- Have strategies for solving unknown words
- Understand that the context may provide clues to help determine the meaning of a word or phrase
- Identify the most common Greek and Latin affixes and roots
- Use common Greek and Latin affixes and roots to solve unknown words
- Use a pronunciation guide in a dictionary to help read unknown words
- Know how to use a textbook glossary
- Access reference materials, including digital, to help determine the precise meaning of key words
- Use a print or digital dictionary to locate definitions of key words and 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 tried to help you figure out what this word means?
- Have you tried looking in the dictionary or glossary to help you figure out that word's meaning?
- Have you read the sentences around the word to help you determine what the word means?
- Can you go online and search for the meaning of the word?
- Are there any prefixes or suffixes that you can use to help you determine the meaning of the word?
- Can you find a root or base word in that word that might provide a clue to what that word means?
- Let's talk about how to use the pronunciation guide at the front of the dictionary/available in the online dictionary.
- Have you asked your group for suggestions for making the language you are using clearer.
- Are there other words you can use instead of _____?
- Did you check the thesaurus for other ways you can say/write _____?

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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

CURRENT standard: 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of unknown words and phrases. 3.5 Define figurative language (simile, metaphor, hyperbole, personification) and identify its use in literary works.

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).

L 5.5

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

ACADEMIC VOCABULARY/ COGNATES

- shades of meaning
- literal meaning
- non-literal meaning
- context contexto
- purpose propósito
- describe describir
- meaning

ESSENTIAL SKILLS/CONCEPT

- Know the literal meaning of words
- Identify if a word has an antonym or synonym
- Know that words have various levels of meaning, including literal or figurative
- Understand that an adage is a traditional saying
- (Oysters are said to be best in the months containing the letter R.)

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What is the purpose of writing with “figurative” words or phrases?
- What is the literal meaning of this sentence?
- How might you compare those two objects?
- Without changing the meaning, what word could you add to make the sentence stronger?
- In what other context could this word be used?

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 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).

L 5.6

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

ACADEMIC VOCABULARY/ COGNATES

• academic	académico
• science	ciencia
• scientific	científico
• history	historia
• historical	histórico
• math	matemáticas
• mathematical	matemático
• precise	preciso
• actions	acciones
• emotions	emociones
• shades of meaning	
• topic	
• general	general
• specific	específico

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

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

QUESTIONS STEMS

- What word would best describe _____?
- What heading would best describe these words...?
- Can you restate that using more precise language?
- Can you tell me more about that?
- Why would the author use this word rather than that word?
- Have you discovered any new and interesting words?
- Let's brainstorm all the words we already know about this topic
- Have you used the thesaurus to find another way to say that?

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

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</i>. A Story 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) <p>• <i>The Astounding Nervous System</i>: Crabtree Publishing (2009)</p> <p>• <i>The Nervous System</i> by Joelle Riley (2004)</p>	<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		
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 4 - Overview

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

1. Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.
2. Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.
3. Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

MATHEMATICS STANDARDS

OPERATIONS & ALGEBRAIC THINKING

USE THE FOUR OPERATIONS WITH WHOLE NUMBERS TO SOLVE PROBLEMS.

1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.¹
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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 and explain why a rounded solution is appropriate.

GAIN FAMILIARITY WITH FACTORS AND MULTIPLES.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

GENERATE AND ANALYZE PATTERNS.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

¹See Glossary, Table 2.

MATHEMATICS STANDARDS

NUMBER AND OPERATIONS IN BASE TEN²

GENERALIZE PLACE VALUE UNDERSTANDING FOR MULTI-DIGIT WHOLE NUMBERS.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

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

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 5.1 Solve problems involving multiplication of multi-digit numbers by two-digit numbers. (CAStandardNS 3.3)
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

MATHEMATICS STANDARDS

NUMBER AND OPERATIONS—FRACTIONS³

EXTEND UNDERSTANDING OF FRACTION EQUIVALENCE & ORDERING.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

BUILD FRACTIONS FROM UNIT FRACTIONS BY APPLYING AND EXTENDING PREVIOUS UNDERSTANDINGS OF OPERATIONS ON WHOLE NUMBERS.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
 - c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
 - b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
 - c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

UNDERSTAND DECIMAL NOTATION FOR FRACTIONS, & COMPARE DECIMAL FRACTIONS.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.⁴ For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.
6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model.

²Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

³Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

⁴Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

MATHEMATICS STANDARDS

MEASUREMENT & DATA

SOLVE PROBLEMS INVOLVING MEASUREMENT AND CONVERSION OF MEASUREMENTS FROM A LARGER UNIT TO A SMALLER UNIT.

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

REPRESENT AND INTERPRET DATA.

4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

GEOMETRIC MEASUREMENT: UNDERSTAND CONCEPTS OF ANGLE & MEASURE ANGLES.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one degree angle," and can be used to measure angles.
 - b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

MATHEMATICS STANDARDS

GEOMETRY

REASON WITH SHAPES AND THEIR ATTRIBUTES.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.)
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

For more information contact

