



# Grade 4

## Common Core Adoption Process

(Unpacked Standards)



# Grade 4

## Reading: Literature

# Common Core Adoption Process

## RL.4.1

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

What do students need to be able to <u>DO</u> ?		Question Stems															
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students identify details and examples in text.</li> <li>After reading a text, students write complete responses to comprehension questions.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students cite specific examples and details to support inferences.</li> <li>Students use the author's words to support inferences.</li> <li>Students apply their understanding of plagiarism by crediting the author when quoting from the text (ex: "the author stated ___" or "the author believes that ___").</li> </ul>	<ul style="list-style-type: none"> <li>What inferences can you make about ____?</li> <li>Why did the author write this?</li> <li>What conclusions can you make after reading this selection?</li> <li>Why do you think that? Can you give specific examples from the text that support your thinking?</li> <li>Where in the text does the author say that?</li> <li>How might you summarize this story?</li> </ul>															
<p><b>Vocabulary:</b></p> <table> <tr> <td>Refer</td> <td>Explain</td> <td>Example</td> <td>Details</td> <td>Cite</td> </tr> <tr> <td>Infer</td> <td>Explicit</td> <td>Text</td> <td>Drawing Inferences</td> <td>Credit</td> </tr> <tr> <td>Author's Purpose</td> <td>Support</td> <td>Specific</td> <td>Plagiarism</td> <td>Inference</td> </tr> </table>			Refer	Explain	Example	Details	Cite	Infer	Explicit	Text	Drawing Inferences	Credit	Author's Purpose	Support	Specific	Plagiarism	Inference
Refer	Explain	Example	Details	Cite													
Infer	Explicit	Text	Drawing Inferences	Credit													
Author's Purpose	Support	Specific	Plagiarism	Inference													

# Common Core Adoption Process

## RL.4.2

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

What do students need to be able to <u>DO</u> ?		Question Stems
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>• What is the main idea of ___?</li> <li>• What is the theme of the story?</li> <li>• How do the character's actions help support the theme?</li> <li>• Can you summarize what has happened so far?</li> </ul>
<ul style="list-style-type: none"> <li>• Students understand and identify universal themes in literature such as:                             <ul style="list-style-type: none"> <li>• Good vs. Evil</li> <li>• Love &amp; Friendship</li> <li>• Coming Of Age</li> <li>• Man vs. Nature</li> <li>• Journey (Quest)</li> </ul> </li> <li>• Students will summarize literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Students analyze themes within different pieces of literature.</li> <li>• Students cite textual evidence to explain the overall theme.</li> </ul>	
<b>Vocabulary:</b>		
Determine	Theme	Message
Drama	Text	Supporting Details
Details	Summarize	Analyze
		Cite Textual Evidence
		Universal Literature

# Common Core Adoption Process

## RL.4.3

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).

What do students need to be able to <u>DO</u> ?		Question Stems																				
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students identify and describe characters from a story.</li> <li>Students identify the setting of a story or drama.</li> <li>Students describe the sequence of events of a story or drama.</li> <li>Students provide specific details when summarizing the events of a story.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students analyze the text in order to cite specific examples explaining how characters develop.</li> <li>Students analyze the text in order to explain the way in which a text's setting affected the story.</li> </ul>	<ul style="list-style-type: none"> <li>Use specific details to describe a character in the story.</li> <li>Use specific details to describe the setting of the story.</li> <li>Describe what happened in the story when ____.</li> <li>What words does the author use to describe the setting of the story?</li> <li>What words does the author use to describe a specific character?</li> <li>Summarize the story.</li> <li>Describe the sequence of events of the story.</li> <li>Did the setting affect the story?</li> </ul>																				
<p><b>Vocabulary:</b></p> <table> <tr> <td>Describe</td> <td>Event</td> <td>Traits</td> <td>Inference</td> <td>Dialogue</td> </tr> <tr> <td>In Depth</td> <td>Drama</td> <td>Critique</td> <td>Analyze</td> <td>Context Clues</td> </tr> <tr> <td>Character</td> <td>Detail</td> <td>Sequence</td> <td>Cite Evidence</td> <td>Text</td> </tr> <tr> <td>Setting</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Describe	Event	Traits	Inference	Dialogue	In Depth	Drama	Critique	Analyze	Context Clues	Character	Detail	Sequence	Cite Evidence	Text	Setting				
Describe	Event	Traits	Inference	Dialogue																		
In Depth	Drama	Critique	Analyze	Context Clues																		
Character	Detail	Sequence	Cite Evidence	Text																		
Setting																						

# Common Core Adoption Process

**RL.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).

What do students need to be able to <u>DO</u> ?		Question Stems															
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize																
<ul style="list-style-type: none"> <li>Students use definitions, examples, and/or restatements to determine the meaning of unknown words or phrases in a text.</li> <li>Students will identify major mythological characters and their traits.</li> </ul>	<ul style="list-style-type: none"> <li>Students will apply context clues to determine the meaning of unknown words or phrases in a text.</li> <li>Students will apply knowledge of text features (ex: footnotes &amp; glossary) and digital media in order to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>Can you read around the word in order to determine what it means?</li> <li>What do you think the author meant by that phrase?</li> <li>What strategies do you have that will help you determine what that means?</li> <li>Why do you think the author compared this character to that mythological being?</li> </ul>															
<p><b>Vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Determine</td> <td style="width: 20%;">Phrases</td> <td style="width: 20%;">Text Features</td> <td style="width: 20%;">Restate</td> <td style="width: 20%;">Draw Conclusions</td> </tr> <tr> <td>Allude</td> <td>Text</td> <td>Context Clues</td> <td>Define</td> <td>Digital Media</td> </tr> <tr> <td>Significant</td> <td>Mythology</td> <td>Glossary</td> <td>Character Traits</td> <td></td> </tr> </table>			Determine	Phrases	Text Features	Restate	Draw Conclusions	Allude	Text	Context Clues	Define	Digital Media	Significant	Mythology	Glossary	Character Traits	
Determine	Phrases	Text Features	Restate	Draw Conclusions													
Allude	Text	Context Clues	Define	Digital Media													
Significant	Mythology	Glossary	Character Traits														

# Common Core Adoption Process

## RL.4.5

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.

What do students need to be able to <u>DO</u> ?		Question Stems
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>• This text is best described as ____.</li> <li>• How do I determine which characters are in a play?</li> <li>• Can you show me an example of verse, rhythm, and meter in this poem?</li> <li>• Explain how this author uses rhythm in this poem.</li> <li>• What is the difference between a poem and a piece of prose?</li> </ul>
<ul style="list-style-type: none"> <li>• Students understand and explain the meaning of a poem.</li> <li>• Students identify the elements of a poem.</li> <li>• Students identify the elements of a drama.</li> <li>• Students distinguish between pieces of literature as examples of prose, dramas, or poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Students write an analysis describing the structural elements of poems and dramas</li> <li>• Students compare and contrast the elements of two pieces of literature (ex: Short Story vs. Poem).</li> <li>• Students apply their understanding of text structure in order to analyze two texts.</li> </ul>	
<b>Vocabulary:</b>		
Explain	Differences	Drama
Prose	Refer	Structural Elements
Verse	Rhythm	Meter
Dialogue	Text	Stage Directions
		Cast of Characters
		Setting
		Descriptions
		Metaphor
		Simile
		Alliteration
		Repetition
		Text Structure
		Symbolism
		Stanza

# Common Core Adoption Process

## RL.4.6

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

What do students need to be able to <u>DO</u> ?		Question Stems															
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students identify who is telling the story.</li> <li>Students understand that a character's role in a story impacts how they tell the story.</li> <li>Students identify first person point of view by the words "I" or "we".</li> <li>Students will be able to identify third person narration.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will compare and contrast the narrator's point of view within multiple texts.</li> <li>Students will analyze texts in order to determine the ways in which the author's point of view affected the story.</li> </ul>	<ul style="list-style-type: none"> <li>Is the story written in the first or third person? How do you know?</li> <li>Who is narrating or telling the story?</li> <li>Explain how the narrator's perspective is different in the stories we read.</li> <li>How does the narrator's point of view change or influence the actions in the story?</li> <li>How might the story have changed if there had been a different narrator?</li> </ul>															
<p><b>Vocabulary:</b></p> <table> <tr> <td>Compare</td> <td>Point Of View</td> <td>Similarities</td> <td>Narrate</td> <td>Selection</td> </tr> <tr> <td>Contrast</td> <td>Perspective</td> <td>Differences</td> <td>First Person</td> <td>Third Person</td> </tr> <tr> <td>Narrator</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Compare	Point Of View	Similarities	Narrate	Selection	Contrast	Perspective	Differences	First Person	Third Person	Narrator				
Compare	Point Of View	Similarities	Narrate	Selection													
Contrast	Perspective	Differences	First Person	Third Person													
Narrator																	



# Common Core Adoption Process

## RL.4.7

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students read and understand the main ideas of the story/drama.</li> <li>Students understand that the presentation of a story changes the way in which it is received by the audience.</li> <li>Students understand that there are often great differences between the way story was written and the way the story is told when presented in another media.</li> </ul>	<ul style="list-style-type: none"> <li>Students analyze the text of a story/drama and be able to compare its similarities with specific details from the text.</li> <li>Students compare a story/drama with the visual presentation of the text (movie, video, drama).</li> <li>Students compare the text of a story with an oral presentation and find where it relates to specific descriptions in the text.</li> <li>Students analyze multiple presentations of texts (ex: digital, print, oral, etc.) in order to determine which was the most effective.</li> </ul>	<ul style="list-style-type: none"> <li>In what ways are the story and the visual presentation (picture, drawing, video) the same?</li> <li>In what ways are the story and the oral presentation (speech, recording) the same?</li> <li>In what ways does the drawing/visual show that the author is saying?</li> <li>Does the visual/oral presentation accurately reflect the story?</li> <li>What part of the story is represented by the oral or visual presentation?</li> </ul>
<b>Vocabulary:</b>		
Compare Contrast	Oral Drama	Describe Analyze
		Multimedia Presentation
		Version Visual
		Specific Illustration

# Common Core Adoption Process

## RL.4.9

Compare and contrast the treatment of similar themes and topic (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the concept of theme.</li> <li>Students identify story elements</li> <li>Students sequence events and find patterns.</li> <li>Students understand the text features of stories, myths, and stories from other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Students analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>Students evaluate texts in order to make connections to previously read (or viewed) stories.</li> </ul>	<ul style="list-style-type: none"> <li>What is the main idea of this story?</li> <li>What is the theme of this story?</li> <li>In what ways is this theme similar to other stories that we have read?</li> <li>Can you find any patterns in the events of this story and other stories that we have read?</li> <li>Are the events of this text different from other stories that we have read? How?</li> <li>How is a myth different from a story?</li> <li>In what ways is this version of the story different from the version from other cultures or countries?</li> <li>Which graphic organizer might help you organize the elements of this text?</li> </ul>
<b>Vocabulary:</b>		
Compare	Events	Quest
Contrast	Traditional	Similar
Story Elements	Graphic Organizer	Culture
		Patterns
		Myth
		Story
		Genre
		Literature

# Common Core Adoption Process

## RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

What do students need to be able to <u>DO</u> ?		Question Stems																				
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>• What literature have you read independently?</li> <li>• What genres do you enjoy reading the most? Why?</li> <li>• Do you have a favorite author? Why?</li> <li>• Do you believe that you are ready to move to the next reading level?</li> <li>• Which graphic organizer might help you summarize this text?</li> <li>• What reading goals do you have for yourself?</li> </ul>																				
<ul style="list-style-type: none"> <li>• Students select books at the appropriate grade levels.</li> <li>• Students understand that the genres of literature are appreciated by many.</li> <li>• Students use media (audio, computer) to help with their comprehension with books that are slightly above the current reading level.</li> <li>• Students become motivated to read outside of the classroom.</li> <li>• Students monitor their reading done throughout the school year.</li> <li>• Students are familiar with multiple reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Students differentiate between various genres.</li> <li>• Students evaluate text forms and features within genres.</li> <li>• Students apply reading strategies in order to self-monitor their own comprehension.</li> <li>• Students read at DRA Level 48 by the end of fourth grade.</li> </ul>																					
<b>Vocabulary:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Independent Reading</td> <td style="width: 25%;">Range</td> <td style="width: 25%;">Proficient</td> <td style="width: 25%;">Accuracy</td> <td style="width: 25%;">Level</td> </tr> <tr> <td>Genres</td> <td>Stories</td> <td>Complexity</td> <td>Monitor</td> <td>Poetry</td> </tr> <tr> <td>Literature</td> <td>Drama</td> <td>Comprehension</td> <td>Check for Understanding</td> <td>Fluency</td> </tr> <tr> <td>Self-Monitoring</td> <td>Motivated</td> <td>DRA Level</td> <td>Graphic Organizer</td> <td></td> </tr> </table>			Independent Reading	Range	Proficient	Accuracy	Level	Genres	Stories	Complexity	Monitor	Poetry	Literature	Drama	Comprehension	Check for Understanding	Fluency	Self-Monitoring	Motivated	DRA Level	Graphic Organizer	
Independent Reading	Range	Proficient	Accuracy	Level																		
Genres	Stories	Complexity	Monitor	Poetry																		
Literature	Drama	Comprehension	Check for Understanding	Fluency																		
Self-Monitoring	Motivated	DRA Level	Graphic Organizer																			



# Grade 4

## Reading: Informational Texts

# Common Core Adoption Process

## RI.4.1

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

What do students need to be able to <u>DO</u> ?				Question Stems	
Lower Levels (1 & 2)		Higher Level (3 & 4)			
Know, Remember, Understand, & Comprehend		Apply, Analyze, Evaluate, Create, & Synthesize			
<ul style="list-style-type: none"> <li>Students identify details and examples.</li> <li>Students understand the concept of making inferences.</li> <li>Students explain what is happening in the text.</li> <li>Students provide specific example and details to support inferences.</li> </ul>		<ul style="list-style-type: none"> <li>Students find and explain/justify what data was used to make the conclusion.</li> <li>Students will be able to justify the outcome using text evidence.</li> <li>Students evaluate the text in order to make inferences.</li> <li>Students cite textual evidence when drawing inferences.</li> </ul>		<ul style="list-style-type: none"> <li>How would you describe the message so far?</li> <li>How would you describe what the author means when he/she says _____?</li> <li>What details in the text led you to that conclusion?</li> <li>Based on what you know, how could you explain _____? Give specific details from the text to support your thinking.</li> <li>How would you describe the purpose of this text? Why do you say this?</li> <li>What are some examples of other pieces that were written with the same purpose that you can name?</li> </ul>	
<b>Vocabulary:</b>					
Inference	Support	Message	Text	Evidence	Explain
Example	Purpose	Logical	Explicit	Specific	Determine
Details	Author	Cite	Support	Evaluate	Textual Evidence

# Common Core Adoption Process

## RI.4.2

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

What do students need to be able to <u>DO</u> ?		Question Stems										
<p><b>Lower Levels (1 &amp; 2)</b> Remember (knowledge) &amp; Understand (comprehension)</p> <ul style="list-style-type: none"> <li>Students identify the main idea of the story or text.</li> <li>Students determine the details that are important to the text.</li> <li>Students use key details from the text and the main idea to summarize.</li> <li>Students understand that graphic organizers can be used to help organize information from the text.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, &amp; Create, (Synthesize)</p> <ul style="list-style-type: none"> <li>Students evaluate the text in order to explain how the main idea is supported from details of the text.</li> </ul>	<ul style="list-style-type: none"> <li>How would you describe the message so far?</li> <li>What is this text/story about?</li> <li>What facts or ideas from the text support your thinking?</li> <li>Can you explain what is happening in the text?</li> <li>How would you explain what you have learned?</li> <li>Is there a graphic organizer that could help you organize the key details from the text?</li> </ul>										
<p><b>Vocabulary:</b></p> <table> <tr> <td>Main idea</td> <td>Support</td> <td>Text</td> <td>Explain</td> <td>Key Details</td> </tr> <tr> <td>Summarize</td> <td>Determine</td> <td>Summary</td> <td></td> <td></td> </tr> </table>			Main idea	Support	Text	Explain	Key Details	Summarize	Determine	Summary		
Main idea	Support	Text	Explain	Key Details								
Summarize	Determine	Summary										

# Common Core Adoption Process

## RI.4.3

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the difference between events, procedures, ideas, or concepts.</li> <li>Students read and understand history/social studies texts.</li> <li>Students read and understand science-related texts.</li> <li>Students read and understand technical texts.</li> <li>Explain what happened and why, based on textual information.</li> <li>Students recognize and understand basic text structures, including: compare/contrast, problem/solution, sequence of events, order of operation, &amp; topic with details.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>Students will apply the appropriate graphic organizer when summarizing ideas from the text.</li> </ul>	<ul style="list-style-type: none"> <li>What is happening in the text? Can you explain your answer?</li> <li>Can you explain why this is happening?</li> <li>Can you explain this procedure in sequence, step-by-step?</li> <li>Can you identify the main idea of the text and identify results?</li> <li>Which graphic organizer would best help you summarize or explain the information from this text?</li> </ul>
<b>Vocabulary:</b>		
Procedure Ideas	Explain Historical	Scientific Technical Text
		Concepts Specific Information
		Results Events

# Common Core Adoption Process

## RI.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*.

What do students need to be able to <u>DO</u> ?		You find the
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students will identify domain specific words or phrases.</li> <li>Students will locate and use resources to help me determine the meaning of unknown words and phrases.</li> <li>Students will understand that text features can help them determine the meaning of unknown vocabulary.</li> <li>Students use glossaries &amp; dictionaries (digital and print) to determine the meaning of unknown words.</li> <li>Students understand many words may have multiple meanings.</li> <li>Students have an understanding of word parts (prefix, root word, suffix).</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to interpret words and phrases as they are used in text and analyze how specific word choices shape meaning or tone.</li> <li>Students apply their understanding of root words, suffixes, and prefixes to determine the meaning of academic words in science and social studies.</li> <li>Students will apply strategies to determine the meaning of general academic and domain specific words or phrases in a text (ex: read around the word, using the glossary and various other text features).</li> </ul>	<ul style="list-style-type: none"> <li>What strategies can you use to discover the meaning of an unknown word or term?</li> <li>Can you understand the meaning of the word in the sentence in which it is used?</li> <li>Can you determine the meaning of an unknown word by reading further in the sentence or paragraph?</li> <li>Can you determine the meaning of the word by looking at its parts?</li> <li>What resources might you use to determine the meaning of a word, phrase.</li> <li>Where can you look in the book to find the word meaning?</li> <li>How will you check to make sure you understand what you have read?</li> </ul>
<b>Vocabulary:</b>		
Domain Word Parts Strategies	Greek Prefix Digital Dictionary Resource	Greek Suffix Glossary
		Latin Prefix Text Features
		Latin Suffix Read Around The Word



# Common Core Adoption Process

**RI.4.5**  
 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.

What do students need to be able to <u>DO</u> ?		Question Stems
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>• How is the text organized?</li> <li>• Did the author compare ideas?</li> <li>• How is the information organized?</li> <li>• Can you identify cause and effect of this reading piece?</li> <li>• Can you identify the problem and solution of this reading piece?</li> <li>• What text structure is the author using?</li> <li>• Which graphic organizer could you apply to this text?</li> <li>• Why do you think the author choose to organize the text in this way?</li> <li>• What text features are included in this text? Why did the author choose to include those?</li> </ul>
<ul style="list-style-type: none"> <li>• Students organize information from a text.</li> <li>• Students sequence events written in time order.</li> <li>• Students understand that information describes cause and effect, events, or ideas.</li> <li>• Students know that some information compares people, events, and objects.</li> <li>• Students know that information is written telling about problems caused by events and have solutions to those problems.</li> <li>• Students know that figuring out the text structure will help them understand the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Students evaluate the structure of text in a specific sentence, paragraph, or longer piece, using details to relate the parts to the whole.</li> <li>• Students analyze the use of text features: headers, captions, graphics and other text features.</li> <li>• Students will explain how text features and search tools help locate information quickly.</li> <li>• Students will analyze why the author chose to structure his/her text in a particular way.</li> </ul>	
<b>Vocabulary:</b>		
Organization Cause / Effect Text Features	Chronological Problem/Solution Relevant	Text Structure Sequence
Comparison Graphic Organizer		

# Common Core Adoption Process

**RI.4.6**  
 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

What do students need to be able to <u>DO</u> ?		Question Stems																				
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																					
<ul style="list-style-type: none"> <li>Students understand the concept of giving an account.</li> <li>Students know the difference between first and second hand accounts.</li> <li>Students will recognize that perception (and human nature) accounts for variances in first and secondhand accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Students assess how point of view and purpose can shape the content and style of a text.</li> <li>Students analyze two accounts of the same event in order to determine what really happened.</li> <li>Students evaluate a first &amp; secondhand account of the same event and explain the similarities and differences between the two.</li> <li>Students analyze a first &amp; secondhand account of the same event in order to determine the strengths and weaknesses of both.</li> <li>Students develop a logical argument based on which account is the most valid.</li> </ul>	<ul style="list-style-type: none"> <li>Who is giving the information?</li> <li>What are the differences between the two accounts?</li> <li>Why do you think it is different?</li> <li>Which account seems the most credible? Why?</li> <li>How might human nature affect the way in which a witness remembers an event?</li> <li>Why is this person sharing his account?</li> <li>With whom is this person sharing this account?</li> <li>What are some of the benefits and drawbacks to a firsthand/secondhand account?</li> </ul>																				
<p><b>Vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td>Valid</td> <td>Information</td> <td>Text</td> <td>Author</td> <td>Point of View</td> </tr> <tr> <td>Perspective</td> <td>Provide</td> <td>Interpret</td> <td>Drawbacks</td> <td>Convince</td> </tr> <tr> <td>Firsthand Account</td> <td>Secondhand Account</td> <td>Perception</td> <td>Human Nature</td> <td>Variance</td> </tr> <tr> <td>Focus</td> <td>Logical Argument</td> <td>Credible</td> <td>Source</td> <td>Benefits</td> </tr> </table>			Valid	Information	Text	Author	Point of View	Perspective	Provide	Interpret	Drawbacks	Convince	Firsthand Account	Secondhand Account	Perception	Human Nature	Variance	Focus	Logical Argument	Credible	Source	Benefits
Valid	Information	Text	Author	Point of View																		
Perspective	Provide	Interpret	Drawbacks	Convince																		
Firsthand Account	Secondhand Account	Perception	Human Nature	Variance																		
Focus	Logical Argument	Credible	Source	Benefits																		

# Common Core Adoption Process

## RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students read and comprehend multiple styles of informational texts, including: charts, maps, matrixes, graphs, diagrams, websites, and timelines.</li> <li>Students understand that charts, graphs, timelines, and interactive elements add to one's overall understanding of the material being presented.</li> <li>Students understand that the same information can be presented in multiple ways (ex: text, chart, matrix, graph, diagram, time-line, animations).</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to evaluate content presented in a variety of formats and media.</li> <li>Students will analyze charts &amp; graphs in order to determine their purpose.</li> <li>Students will evaluate diagrams in order to determine how this information applies to them.</li> <li>Students investigate various interactive elements included on a webpage in order to better understand a topic or idea.</li> <li>Students will assess the format in which the information was presented in order to determine the benefits and drawbacks of that particular design.</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain what this chart means?</li> <li>How can you tell if it is increasing or decreasing?</li> <li>Can you determine when an event happened on a timeline?</li> <li>Can you use a diagram to understand the topic?</li> <li>What does the animation mean and how does it help you determine meaning?</li> <li>How else might this information have been presented?</li> <li>Why do you think the author chose to present the information in that manner?</li> <li>Do you feel this is the best format to display the information? Why or why not?</li> </ul>
<b>Vocabulary:</b>		
Quantitatively	Visually	Orally
Webpage	Charts	Format
Assess	Design	Matrix
		Animation
		Benefit
		Interactive Elements
		Drawback

# Common Core Adoption Process

## RI.4.8

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

What do students need to be able to <u>DO</u> ?		Question Stems																
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students identify the author's purpose.</li> <li>Students differentiate between fact and opinion.</li> <li>Students differentiate between evidence and reasons.</li> <li>Students locate evidence used to support specific claims within the text.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will assess the claims made by the author in order to determine if the argument and/or specific claims are sound.</li> <li>Students evaluate the validity of the reasoning.</li> <li>Students assess evidence in order to determine their relevance.</li> <li>Students will analyze text in order to determine the author's perspective on a particular issue.</li> </ul>	<ul style="list-style-type: none"> <li>Can you determine what the author is trying to say?</li> <li>Can you locate evidence used to support the author's point of view?</li> <li>What is the author's purpose for writing this?</li> <li>What proof in the text supports what the author is trying to say?</li> <li>Is this a valid point?</li> <li>Does the author include any irrelevant information?</li> <li>What makes you think that evidence is relevant / irrelevant?</li> <li>After reading this, what do you believe?</li> <li>Do you agree with the author? Why or why not?</li> </ul>																
<p><b>Vocabulary:</b></p> <table border="0"> <tr> <td>Sound Argument</td> <td>Author's Purpose</td> <td>Differentiate</td> <td>Fact/Opinion</td> </tr> <tr> <td>Perspective</td> <td>Point of View</td> <td>Support</td> <td>Evidence</td> </tr> <tr> <td>Relevance</td> <td>Claim</td> <td>Validity</td> <td>Sound Claim</td> </tr> <tr> <td>Reasoning</td> <td>Relevant</td> <td>Irrelevant</td> <td>Credible</td> </tr> </table>			Sound Argument	Author's Purpose	Differentiate	Fact/Opinion	Perspective	Point of View	Support	Evidence	Relevance	Claim	Validity	Sound Claim	Reasoning	Relevant	Irrelevant	Credible
Sound Argument	Author's Purpose	Differentiate	Fact/Opinion															
Perspective	Point of View	Support	Evidence															
Relevance	Claim	Validity	Sound Claim															
Reasoning	Relevant	Irrelevant	Credible															

# Common Core Adoption Process

## RI.4.9

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

What do students need to be able to <u>DO</u> ?		Question Stems												
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students read informational text and find common details about a topic.</li> <li>Students compare details between multiple texts on the same topic.</li> <li>Students combine information from two texts in order to create a better understanding of a topic.</li> <li>Students realize that one needs multiple sources when researching a topic.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students evaluate informational texts in order to determine the important details and concepts.</li> <li>Students analyze information from two sources in order to speak knowledgeably about a topic.</li> <li>Students analyze information from multiple sources in order to write knowledgeably about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>What did you learn from this piece?</li> <li>How did you decide what details were important?</li> <li>How will you include them in your writing?</li> <li>Before drawing a conclusion on ____, what else can you read about ____?</li> <li>How are you keeping track of this information?</li> <li>Is there a graphic organizer that could help you compile all of your information?</li> <li>What do good researchers do when investigating a topic or idea?</li> </ul>												
<p><b>Vocabulary:</b></p> <table> <tr> <td>Information</td> <td>Combine</td> <td>Common Details</td> <td>Integrate</td> </tr> <tr> <td>Multiple Sources</td> <td>Compile</td> <td>Analyze</td> <td>Speak Knowledgeably</td> </tr> <tr> <td>Write Knowledgeably</td> <td>Source</td> <td>Topic</td> <td></td> </tr> </table>			Information	Combine	Common Details	Integrate	Multiple Sources	Compile	Analyze	Speak Knowledgeably	Write Knowledgeably	Source	Topic	
Information	Combine	Common Details	Integrate											
Multiple Sources	Compile	Analyze	Speak Knowledgeably											
Write Knowledgeably	Source	Topic												

# Common Core Adoption Process

## RI.4.10

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students differentiate between fiction and non-fiction.</li> <li>Students recognize and use text features to aid comprehension of informational text.</li> <li>Students understand that informational text will inform.</li> <li>Students access, read, and comprehend different types of informational texts (textbooks, magazines, websites).</li> </ul>	<ul style="list-style-type: none"> <li>In order to increase comprehension, students apply the following appropriate reading strategies: making connections, using text features, making predictions, visualizing, questioning, and summarizing.</li> <li>Students continually engage in self-monitoring as they check for understanding while reading informational texts.</li> <li>Students are able to read and comprehend texts written at a DRA Level 48 by the end of grade 4.</li> </ul>	<ul style="list-style-type: none"> <li>Where can you find another book on this topic?</li> <li>Can you find more information and to clarify ideas?</li> <li>What strategy could you use to help you understand this?</li> <li>Is there a graphic organizer that would help you summarize this text?</li> <li>What can you tell me about what you have read so far?</li> <li>What conclusions can you draw based on the information you have read?</li> </ul>
<b>Vocabulary:</b>		
Comprehend Scaffolding	Technical Text Proficient	Complexity Non-Fiction
		DRA Level
		Complexity Band



# Grade 4

## Reading: Foundational Skills

## Common Core Adoption Process

### RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words.

#### A.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

What do students need to be able to <u>DO</u> ?		Question Stems		
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize			
<ul style="list-style-type: none"> <li>Students recognize that letters and combinations of letters (graphemes) make different sounds (phonemes).</li> <li>Students have a basic understanding of syllabication patterns.</li> <li>Students understand morphology (Prefix, Root Word, &amp; Suffix).</li> </ul>	<ul style="list-style-type: none"> <li>Students apply knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decode words.</li> <li>Students analyze word structure to help them decode unfamiliar multisyllabic words.</li> <li>Students use appropriate strategies for decoding unfamiliar words.</li> <li>Students apply the rules for syllabication in order to decode unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>How do sounds and letters create words?</li> <li>When a word doesn't make sense, what can I do?</li> <li>What strategies do you have to determine that word?</li> <li>Do you know any words that look like that word?</li> <li>Does the word have a prefix or suffix?</li> </ul>		
<b>Vocabulary:</b>				
Grapheme	Phonemes	Phonics	Decode	Letter-Sound Correspondence
Morphology	Root Word	Prefix	Suffix	Syllabication Patterns
Multi-syllabic	In Context	Out of Context	Strategies	Rules for Syllabication



# Common Core Adoption Process

**RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

**A.**

Read grade-level text with purpose and understanding.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p>	<ul style="list-style-type: none"> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> <li>• Practice reading this, until you have less than 3 errors.</li> <li>• Listen to yourself reading this (audio recording), before trying to read it again.</li> <li>• What do you do if you can't summarize what you just read?</li> <li>• Why are we reading this?</li> <li>• What do you want to learn from this text?</li> <li>• How can you tell if a book is too difficult for you?</li> </ul>															
<ul style="list-style-type: none"> <li>• Students recognize when a word they have read does not make sense within the text.</li> <li>• Students practice reading the same text repeatedly in order to increase fluency.</li> <li>• Students understand that rereading increases comprehension.</li> <li>• Students read fluently (easy, smooth and automatic).</li> <li>• Students reread, with corrections, when necessary.</li> <li>• Students read fluently</li> </ul>	<ul style="list-style-type: none"> <li>• Students read grade-level text fluently and show comprehension through voice, timing, and expression.</li> <li>• Students self-correct misread or misunderstood words using context clues.</li> <li>• Students apply reading strategies such as the following when reading: making connections, analyzing text structure, making predictions, visualizing, questioning, and summarizing.</li> </ul>																
<p><b>Vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Sufficient</td> <td style="width: 20%;">Accuracy</td> <td style="width: 20%;">Fluency</td> <td style="width: 20%;">Comprehension</td> <td style="width: 20%;">Support</td> </tr> <tr> <td>Context Clue</td> <td>Purpose</td> <td>Automatic</td> <td>Voice</td> <td>Timing</td> </tr> <tr> <td>Expression</td> <td>Self-Correct</td> <td></td> <td></td> <td></td> </tr> </table>			Sufficient	Accuracy	Fluency	Comprehension	Support	Context Clue	Purpose	Automatic	Voice	Timing	Expression	Self-Correct			
Sufficient	Accuracy	Fluency	Comprehension	Support													
Context Clue	Purpose	Automatic	Voice	Timing													
Expression	Self-Correct																

# Common Core Adoption Process

**RF.4.4**  
 Read with sufficient accuracy and fluency to support comprehension.  
**B.**  
 Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

What do students need to be able to <u>DO</u> ?		Question Stems
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students recognize when a word they've read does not make sense within the text.</li> <li>Students reread with corrections when necessary.</li> <li>Students read fluently.</li> <li>Students understand the concept of using an appropriate rate when reading or reciting text.</li> <li>Students understand the importance of adding expression when reading aloud or reciting.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students apply strategies as they read grade-level prose and poetry fluently and show comprehension through voice, timing, and expression.</li> <li>Students will self-monitor their reading for appropriate pacing.</li> <li>Students evaluate a text in order to determine what expression is warranted when reading the text aloud.</li> </ul>	<ul style="list-style-type: none"> <li>What do good readers do?</li> <li>Listen to yourself read this poem, what do you notice?</li> <li>How does your reading change the more times you read a poem?</li> <li>How do you think the author would want that line or stanza read?</li> <li>How do you want the audience to feel when you read this part?</li> </ul>
<p><b>Vocabulary:</b></p> <p>Fluency                      Prose                      Purpose                      Understanding                      Accuracy                      Reciting                      Expression                      Appropriate Rate</p>		

# Common Core Adoption Process

**RF.4.4**  
 Read with sufficient accuracy and fluency to support comprehension.  
**C.**  
 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

What do students need to be able to <u>DO</u> ?		Question Stems										
Lower Levels (1 & 2)	Higher Level (3 & 4)											
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize											
<ul style="list-style-type: none"> <li>Students will read grade-level prose and poetry fluently and show comprehension through voice, timing, and expression.</li> <li>Students will reread with corrections when necessary.</li> <li>Students read fluently.</li> </ul>	<ul style="list-style-type: none"> <li>Students evaluate what they read in order to determine when something does not make sense.</li> <li>Students apply decoding strategies for determining an unknown word.</li> <li>Students use context clues to help them determine the meaning of the unknown word.</li> </ul>	<ul style="list-style-type: none"> <li>What do good readers do?</li> <li>How does fluency affect understanding?</li> <li>Think about what you just read; does that make sense?</li> <li>What strategy can you use if you are unable to summarize what you just read?</li> <li>Do you have a strategy for trying to figure out what that word means?</li> <li>Are there any clues in the text that could help you figure out what that word means?</li> </ul>										
<p><b>Vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Fluency</td> <td style="text-align: center;">Context</td> <td style="text-align: center;">Appropriate Rate</td> <td style="text-align: center;">Strategies</td> <td style="text-align: center;">Self-Correct</td> </tr> <tr> <td style="text-align: center;">Confirm</td> <td style="text-align: center;">Comprehension</td> <td style="text-align: center;">Word Recognition</td> <td style="text-align: center;">Accuracy</td> <td></td> </tr> </table>			Fluency	Context	Appropriate Rate	Strategies	Self-Correct	Confirm	Comprehension	Word Recognition	Accuracy	
Fluency	Context	Appropriate Rate	Strategies	Self-Correct								
Confirm	Comprehension	Word Recognition	Accuracy									



# Grade 4

## Writing

# Common Core Adoption Process

## W.4.1

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.

What do students need to be able to <u>DO</u> ?		Question Stems
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students will determine and voice their opinion or point of view on topic or text.</li> <li>Students will understand organizational structure (Introduction, body, conclusion).</li> <li>Students will understand that opinions must be supported by specific reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create an organizational structure for their writing wherein they begin with a strong topic sentence that clearly states their opinion.</li> <li>Students will develop a logical argument by first stating their opinion and then backing it up with specific reasons.</li> </ul>	<ul style="list-style-type: none"> <li>What do good writers do?</li> <li>What is your purpose?</li> <li>Who is your audience?</li> <li>What are your reasons for having that opinion?</li> <li>Reread your first sentence; does it clearly state your opinion?</li> <li>How do you capture the interest of your audience in the first paragraph?</li> </ul>
<b>Vocabulary:</b>		
Opinion	Argument	Writing Process
Point of View	Perspective	Ideas
Linking Words	Introduction	Conclusion
Logical	Sentence Fluency	Organization
		6 Traits of Writing
		Support
		Voice
		Word Choice
		Writer's Purpose
		Topic Sentence
		Specific

# Common Core Adoption Process

**W.4.1**  
 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
**B.**  
 Provide reasons that are supported by facts and details.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students will understand that opinions must be supported by reasons.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students develop a logical argument by developing and clearly explaining the reasons behind their opinion.</li> </ul>	<ul style="list-style-type: none"> <li>What do good writers do?</li> <li>What is my purpose and how do I develop it?</li> <li>What are my reasons for writing about this?</li> <li>How will I support my opinion?</li> <li>Which facts and details will I include to support my opinion?</li> <li>Did you state your opinion?</li> <li>How did you support your opinion?</li> <li>Why do you feel that way?</li> <li>How can you convince others that you are correct?</li> </ul>															
<p><b>Vocabulary:</b></p> <table border="0"> <tr> <td>Opinion</td> <td>Argument</td> <td>Writing Process</td> <td>6 Traits of Writing</td> </tr> <tr> <td>Point of View</td> <td>Perspective</td> <td>Ideas</td> <td>Support</td> </tr> <tr> <td>Linking Words</td> <td>Introduction</td> <td>Conclusion</td> <td>Voice</td> </tr> <tr> <td>Logical</td> <td>Sentence Fluency</td> <td>Organization</td> <td>Word Choice</td> </tr> </table>			Opinion	Argument	Writing Process	6 Traits of Writing	Point of View	Perspective	Ideas	Support	Linking Words	Introduction	Conclusion	Voice	Logical	Sentence Fluency	Organization
Opinion	Argument	Writing Process	6 Traits of Writing														
Point of View	Perspective	Ideas	Support														
Linking Words	Introduction	Conclusion	Voice														
Logical	Sentence Fluency	Organization	Word Choice														

# Common Core Adoption Process

**W.4.1**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**C.**

Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

What do students need to be able to <u>DO</u> ?		Question Stems	
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>• What other transitional words and phrases can I use in my writing?</li> <li>• Do your transitional phrases link your opinions?</li> <li>• Do you clearly connect the reasons with your opinion?</li> <li>• Is your writing easy to follow?</li> </ul>	
<ul style="list-style-type: none"> <li>• Students understand that linking words help connect reasons to the opinion in a logical fashion.</li> <li>• Student is able to identify and list linking words and phrases, including the following: because, therefore, since, for example, &amp; as you can see.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will apply their knowledge of linking words and their purpose in order to organize their writing in a logical fashion.</li> </ul>		
<b>Vocabulary :</b>			
Opinion	Argument	Writing Process	6 Traits of Writing
Point of View	Perspective	Ideas	Support
Linking Words	Introduction	Conclusion	Voice
Logical	Sentence Fluency	Organization	Word Choice

# Common Core Adoption Process

**W.4.1**  
 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
**D.**  
 Provide a concluding statement or section related to the opinion presented.

What do students need to be able to <u>DO</u> ?		Question Stems																				
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																					
<ul style="list-style-type: none"> <li>Students understand the basic format of an essay (introduction, body, &amp; conclusion).</li> <li>Students understand the importance of including a powerful conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Students write a conclusion that leaves the audience with a clear understanding of what their opinion is and why it is important to them.</li> <li>Students develop a logical argument by supporting their opinion with reasons and facts.</li> <li>Students create a conclusion that will compel the reader to agree with them.</li> </ul>	<ul style="list-style-type: none"> <li>Does your conclusion restate your opinion?</li> <li>Does your concluding statement represent your point of view?</li> <li>Is your conclusion passionate?</li> <li>Did you state your opinion?</li> <li>How did you support your opinion?</li> <li>Do you have a conclusion?</li> <li>Does your ending make the reader agree with you (or at least understand how important it is to you)?</li> </ul>																				
<b>Vocabulary:</b> <table style="width: 100%; border: none;"> <tr> <td>Opinion</td> <td>Argument</td> <td>Writing Process</td> <td>6 Traits of Writing</td> <td>Compel</td> </tr> <tr> <td>Point of View</td> <td>Perspective</td> <td>Ideas</td> <td>Support</td> <td></td> </tr> <tr> <td>Linking Words</td> <td>Introduction</td> <td>Conclusion</td> <td>Voice</td> <td></td> </tr> <tr> <td>Logical</td> <td>Sentence Fluency</td> <td>Organization</td> <td>Word Choice</td> <td></td> </tr> </table>			Opinion	Argument	Writing Process	6 Traits of Writing	Compel	Point of View	Perspective	Ideas	Support		Linking Words	Introduction	Conclusion	Voice		Logical	Sentence Fluency	Organization	Word Choice	
Opinion	Argument	Writing Process	6 Traits of Writing	Compel																		
Point of View	Perspective	Ideas	Support																			
Linking Words	Introduction	Conclusion	Voice																			
Logical	Sentence Fluency	Organization	Word Choice																			



# Common Core Adoption Process

**W.4.2**  
 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**A.**  
 Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

What do students need to be able to <u>DO</u> ?		Question Stems																				
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																					
<ul style="list-style-type: none"> <li>Students select a topic and identify information (e.g., facts, definitions, details).</li> <li>Students understand basic text structures, including: cause/effect, problem/solution, &amp; sequence of events.</li> <li>Students will be able to use illustrations to help readers understand the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Students will apply their understanding of the writing process and the 6+1 Traits in order to write informative/explanatory texts.</li> <li>Students will find information, using multiple sources on a topic.</li> <li>Students will apply their understanding of text structure in order to organize their writing using title and headings.</li> <li>Students will create illustrations, including diagrams, maps, and graphs in order to enhance their writing.</li> <li>Students will include multi-media components to their writing.</li> <li>Students will enhance their writing through the application of domain-specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>What do good writers do?</li> <li>What is my purpose and how do I develop it?</li> <li>Am I writing to inform or explain?</li> <li>What is my topic?</li> <li>Does your illustration help the reader understand the topic?</li> <li>What text structure is best for the information you will be presenting?</li> <li>Is there a graphic organizer that might help you plan your writing?</li> <li>What type of illustration could you add to make your finished product even better?</li> </ul>																				
<p><b>Vocabulary:</b></p> <table border="0" style="width: 100%;"> <tr> <td>Topic</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Comprehension Aids</td> </tr> <tr> <td>Inform</td> <td>Explain</td> <td>Examples</td> <td>Details</td> </tr> <tr> <td>Definitions</td> <td>Illustration</td> <td>Topic Sentences</td> <td>Informative</td> </tr> <tr> <td>Text Structure</td> <td>Cause/Effect</td> <td>Problem/Solution</td> <td>Sequence of Events</td> </tr> <tr> <td>Format</td> <td>Heading</td> <td>Multi-Media Components</td> <td>Domain-Specific Vocabulary</td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Comprehension Aids	Inform	Explain	Examples	Details	Definitions	Illustration	Topic Sentences	Informative	Text Structure	Cause/Effect	Problem/Solution	Sequence of Events	Format	Heading	Multi-Media Components	Domain-Specific Vocabulary
Topic	Writing Process	6+1 Traits of Writing	Comprehension Aids																			
Inform	Explain	Examples	Details																			
Definitions	Illustration	Topic Sentences	Informative																			
Text Structure	Cause/Effect	Problem/Solution	Sequence of Events																			
Format	Heading	Multi-Media Components	Domain-Specific Vocabulary																			

# Common Core Adoption Process

**W.4.2**  
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**B.**  
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

What do students need to be able to <u>DO</u> ?		Question Stems																				
<p><b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students select a topic and identify information (e.g., facts, definitions, details).</li> <li>Students organize their topic by grouping related information.</li> <li>Students know how to find information using multiple sources.</li> <li>Students understand that plagiarism refers to the word-for-word copying of another's work, without crediting the source.</li> <li>Students paraphrase information.</li> <li>Students know how to cite sources.</li> <li>Students know how to create a bibliography.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will analyze information from various sources in order to develop their topic.</li> <li>Students will apply the 6+1 Traits of writing as they create develop their informational / explanatory writing.</li> <li>Students fully explain the topic using facts, definitions, specific details, and quotes from a variety of sources.</li> <li>Students will reflect on what they have written and revise it in order to include the most applicable facts, definitions, and details.</li> <li>Students apply their understanding of plagiarism by citing sources and rephrasing information found within those other sources.</li> </ul>	<ul style="list-style-type: none"> <li>What facts, quotes, examples, and details will I use to support my writing?</li> <li>Are there illustrations or other media I can use as a source to make my text easier to understand?</li> <li>Does your bibliography include all of the materials you used for your essay?</li> <li>How did you avoid plagiarism?</li> <li>Is there another way you can say that?</li> </ul>																				
<p><b>Vocabulary:</b></p> <table border="0"> <tr> <td>Linking words</td> <td>Inform</td> <td>Explain</td> <td>Examples</td> <td>Plagiarism</td> </tr> <tr> <td>Topic Sentence</td> <td>Definitions</td> <td>6 +1 Traits</td> <td>Informative Text</td> <td>Explanatory</td> </tr> <tr> <td>Bibliography</td> <td>Writing Process</td> <td>Concrete Details</td> <td>Reflect</td> <td>Quotations</td> </tr> <tr> <td>Source</td> <td>Credit</td> <td></td> <td></td> <td></td> </tr> </table>			Linking words	Inform	Explain	Examples	Plagiarism	Topic Sentence	Definitions	6 +1 Traits	Informative Text	Explanatory	Bibliography	Writing Process	Concrete Details	Reflect	Quotations	Source	Credit			
Linking words	Inform	Explain	Examples	Plagiarism																		
Topic Sentence	Definitions	6 +1 Traits	Informative Text	Explanatory																		
Bibliography	Writing Process	Concrete Details	Reflect	Quotations																		
Source	Credit																					

# Common Core Adoption Process

## W.4.2

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

### C.

Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students will identify and recall linking words, such as the following: also, another, and, more, &amp; but.</li> <li>Students will know the purpose of linking words.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply their knowledge linking words/phrases to connect information within their own writing.</li> <li>Students create a logically organized response that is easy to understand and follow.</li> </ul>	<ul style="list-style-type: none"> <li>Is my writing purposely focused, detailed, organized, and sequenced in a way that clearly communicates my ideas to the reader?</li> <li>Did I use words and phrases that link my ideas?</li> <li>Reread your writing; are there any ideas that need to be linked together?</li> <li>Do you include compound and complex sentences?</li> <li>Are there any sentences that you could combine, in order to make your writing more interesting?</li> <li>Is your writing easy to follow?</li> </ul>
<b>Vocabulary:</b>		
Linking Words	Inform	Explain
Topic Sentences	Definitions	Illustration
Word Choice	Sentence Fluency	Sentence Structure
		Examples
		Writing Process
		Simple Sentence
		Complex Sentence
		6+1 Traits
		Compound Sentence

# Common Core Adoption Process

## W.4.2

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

### D.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

What do students need to be able to <u>DO</u> ?		Question Stems												
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students understand the importance of using vocabulary correctly.</li> <li>Students understand the concept of effective word choice.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students apply domain-specific vocabulary within their writing.</li> <li>Students apply their knowledge of word choice as they create their essay or response.</li> </ul>	<ul style="list-style-type: none"> <li>Did you include vocabulary specific to this topic?</li> <li>Am I using precise and specific language?</li> <li>Will your audience be able to determine the meaning of the vocabulary you used without using a dictionary?</li> <li>Did you fully explain what that means?</li> <li>How did you make sure that you were using the vocabulary correctly?</li> <li>Does your writing make sense when you read it aloud?</li> </ul>												
<p><b>Vocabulary:</b></p> <table border="0"> <tr> <td>Domain-Specific Vocabulary</td> <td>Inform</td> <td>Explain</td> <td>Precise Language</td> </tr> <tr> <td>Topic Sentences</td> <td>Definitions</td> <td>Illustration</td> <td>Details</td> </tr> <tr> <td>Writing Process</td> <td>6+1 Traits</td> <td>Conclusion</td> <td>Word Choice</td> </tr> </table>			Domain-Specific Vocabulary	Inform	Explain	Precise Language	Topic Sentences	Definitions	Illustration	Details	Writing Process	6+1 Traits	Conclusion	Word Choice
Domain-Specific Vocabulary	Inform	Explain	Precise Language											
Topic Sentences	Definitions	Illustration	Details											
Writing Process	6+1 Traits	Conclusion	Word Choice											

# Common Core Adoption Process

**W.4.2**

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

**E.**

Provide a concluding statement or section related to the information or explanation presented.

What do students need to be able to <u>DO</u> ?		Question Stems												
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>• Does my conclusion make sense and relate to the rest of my writing?</li> <li>• Is my conclusion related and connected to the information or explanation presented?</li> <li>• Read your writing aloud; does it sound exactly as you want it to?</li> </ul>												
<ul style="list-style-type: none"> <li>• Students understand the basic format of an essay (introduction, body, &amp; conclusion).</li> <li>• Students understand the importance of including a powerful conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Students write a conclusion that leaves the audience with a clear understanding of why this topic is important.</li> </ul>													
<p><b>Vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Linking Words</td> <td style="width: 25%;">Inform</td> <td style="width: 25%;">Explain</td> <td style="width: 25%;">Examples</td> </tr> <tr> <td>Topic Sentences</td> <td>Definitions</td> <td>Illustration</td> <td>Concluding Statement</td> </tr> <tr> <td>Writing Process</td> <td>6+1 Traits</td> <td>Conclusion</td> <td>Details</td> </tr> </table>			Linking Words	Inform	Explain	Examples	Topic Sentences	Definitions	Illustration	Concluding Statement	Writing Process	6+1 Traits	Conclusion	Details
Linking Words	Inform	Explain	Examples											
Topic Sentences	Definitions	Illustration	Concluding Statement											
Writing Process	6+1 Traits	Conclusion	Details											

# Common Core Adoption Process

**W.4.3**  
 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**A.**  
 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

What do students need to be able to <u>DO</u> ?		Question Stems																
Lower Levels (1 & 2)	Higher Level (3 & 4)																	
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize																	
<ul style="list-style-type: none"> <li>• Students know and are able to identify the elements of a story.</li> <li>• Students understand the role of the narrator.</li> <li>• Students understand the concept of sequence of events.</li> <li>• Students understand the steps of the writing process.</li> <li>• Students understand the importance of the 6+1 Traits of Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Students create an original story wherein they establish a narrator, develop characters, and describe a sequence of events.</li> <li>• Students apply the 6+1 Traits as they follow the writing process.</li> <li>• Students create a story line that makes sense and is easy to follow.</li> <li>• Students analyze their writing to ensure it has a clear beginning, middle, and end.</li> <li>• Students choose an appropriate graphic organizer in order to assist them in story development.</li> </ul>	<ul style="list-style-type: none"> <li>• How will the problem change the character?</li> <li>• Am I showing or just telling?</li> <li>• Is there a graphic organizer that might help you organize your story?</li> <li>• Are you able to complete a story map for your story?</li> <li>• Does your story have a clear beginning, middle, and end?</li> <li>• Could you add a few more adjectives to describe this character?</li> <li>• Does your story make sense?</li> <li>• Can you add more detail to the description of the setting?</li> <li>• Reread your writing; does it sound exactly as you wanted it to sound?</li> </ul>																
<p><b>Vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Topic</td> <td style="width: 25%;">Writing Process</td> <td style="width: 25%;">6+1 Traits of Writing</td> <td style="width: 25%;">Story Elements</td> </tr> <tr> <td>Characters</td> <td>Problem</td> <td>Resolution</td> <td>Events</td> </tr> <tr> <td>Details</td> <td>Description</td> <td>Setting</td> <td>Narrator</td> </tr> <tr> <td>Organization</td> <td></td> <td></td> <td></td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Story Elements	Characters	Problem	Resolution	Events	Details	Description	Setting	Narrator	Organization			
Topic	Writing Process	6+1 Traits of Writing	Story Elements															
Characters	Problem	Resolution	Events															
Details	Description	Setting	Narrator															
Organization																		

# Common Core Adoption Process

## W.4.3

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

### B.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

What do students need to be able to <u>DO</u> ?		Question Stems															
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																
<ul style="list-style-type: none"> <li>Students understand that adding adjectives and adverbs improves the quality of descriptions.</li> <li>Students know the basic rules for dialogue including:                             <ul style="list-style-type: none"> <li>Put quotation marks around what the character is saying.</li> <li>Capitalize the first letter of the quote.</li> <li>Punctuation goes inside of the quotation marks.</li> <li>Start a new paragraph each time there is a change in speaker.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students apply their understanding of dialogue in order to create interesting conversations within their narratives.</li> <li>Students create interesting narratives through the use of descriptions enhanced by vivid adjectives and adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>Include a conversation between your two main characters in your writing.</li> <li>What might that character say at this moment in the story?</li> <li>How can you “show” the reader what is happening?</li> <li>What is your character thinking when that is going on?</li> <li>How might you the audience what that character is feeling?</li> <li>What are the characters saying during this scene?</li> <li>How are your characters feeling at this point in the story?</li> </ul>															
<b>Vocabulary:</b> <table border="0" style="width: 100%;"> <tr> <td>Dialogue</td> <td>Narrative</td> <td>Adjectives</td> <td>Adverbs</td> <td>Ideas</td> </tr> <tr> <td>Topic</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Quotation Marks</td> <td>Organization</td> </tr> <tr> <td>Word Choice</td> <td>Sentence Fluency</td> <td>Conventions</td> <td>Voice</td> <td></td> </tr> </table>			Dialogue	Narrative	Adjectives	Adverbs	Ideas	Topic	Writing Process	6+1 Traits of Writing	Quotation Marks	Organization	Word Choice	Sentence Fluency	Conventions	Voice	
Dialogue	Narrative	Adjectives	Adverbs	Ideas													
Topic	Writing Process	6+1 Traits of Writing	Quotation Marks	Organization													
Word Choice	Sentence Fluency	Conventions	Voice														

# Common Core Adoption Process

## W.4.3

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

### C.

Use a variety of transitional words and phrases to manage the sequence of events.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students identify and recall temporal words, such as the following: after, before, between, by, during, following, since, until, within, while, &amp; except.</li> <li>Students will understand the importance of self-editing their writing.</li> <li>Students understand sequencing.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students reread their writing in order to determine how best to revise and improve it.</li> <li>Students apply their understanding of sentence fluency as they revise their work.</li> <li>Students edit their writing for word choice.</li> <li>Students edit their writing for organization.</li> </ul>	<ul style="list-style-type: none"> <li>Can you identify transitional words or phrases?</li> <li>Can you manage the sequence of events?</li> <li>Are there words you could add to make your writing easier to follow?</li> <li>Does your story make sense?</li> <li>Read your story aloud; does it sound exactly as it should?</li> <li>Does your story have a clear beginning, middle, &amp; end?</li> </ul>																
<p><b>Vocabulary:</b></p> <table border="0"> <tr> <td>Topic</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Story Elements</td> </tr> <tr> <td>Characters</td> <td>Problem</td> <td>Resolution</td> <td>Events</td> </tr> <tr> <td>Details</td> <td>Description</td> <td>Setting</td> <td>Narrator</td> </tr> <tr> <td>Organization</td> <td>Sentence Fluency</td> <td>Word Choice</td> <td>Transition Words/Phrases</td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Story Elements	Characters	Problem	Resolution	Events	Details	Description	Setting	Narrator	Organization	Sentence Fluency	Word Choice	Transition Words/Phrases
Topic	Writing Process	6+1 Traits of Writing	Story Elements															
Characters	Problem	Resolution	Events															
Details	Description	Setting	Narrator															
Organization	Sentence Fluency	Word Choice	Transition Words/Phrases															



# Common Core Adoption Process

**W.4.3**

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

**D.**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students understand that adding adjectives and adverbs improve descriptions.</li> <li>Students understand the concept of word choice.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students apply the 6 + 1 Traits of writing as they analyze their own writing.</li> <li>Students create vivid descriptions using concrete words and phrases that appeal to the readers' senses.</li> </ul>	<ul style="list-style-type: none"> <li>Do you explain how ___ looks, sounds, and feels?</li> <li>Close your eyes as I read your story aloud. What do you see as I read it?</li> <li>How can you paint a clearer picture for your audience?</li> <li>What do you want your audience to see as they read your story?</li> </ul>																
<p><b>Vocabulary:</b></p> <table> <tr> <td>Adjective</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Story Elements</td> </tr> <tr> <td>Characters</td> <td>Vivid Description</td> <td>Precise</td> <td>Senses</td> </tr> <tr> <td>Details</td> <td>Sensory Details</td> <td>Adverb</td> <td>Narrator</td> </tr> <tr> <td>Organization</td> <td>Sentence Fluency</td> <td>Word Choice</td> <td>Concrete Words</td> </tr> </table>			Adjective	Writing Process	6+1 Traits of Writing	Story Elements	Characters	Vivid Description	Precise	Senses	Details	Sensory Details	Adverb	Narrator	Organization	Sentence Fluency	Word Choice	Concrete Words
Adjective	Writing Process	6+1 Traits of Writing	Story Elements															
Characters	Vivid Description	Precise	Senses															
Details	Sensory Details	Adverb	Narrator															
Organization	Sentence Fluency	Word Choice	Concrete Words															

# Common Core Adoption Process

**W.4.3**  
 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences  
**E.**  
 Provide a conclusion that follows from the narrated experiences or events.

What do students need to be able to <u>DO</u> ?		Question Stems												
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students understand that narratives must have a clear beginning, middle, &amp; end.</li> <li>Students know how to sustain a story over several paragraphs (sequence of events).</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students create an ending that follows logically from the events in the story.</li> <li>Students apply their knowledge of the 6+1 Traits of Writing as they conclude their narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Does your ending give the reader a sense of closure?</li> <li>Does your ending make sense?</li> <li>Is there anything you could add to make your ending even more interesting?</li> <li>How do you want the reader to feel at the end of your story?</li> <li>Are there any loose ends or unfinished business at the end of your story?</li> <li>How is the major conflict or problem resolved?</li> <li>Is there a lesson or moral to your story?</li> </ul>												
<p><b>Vocabulary:</b></p> <table border="0"> <tr> <td>Resolution</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Story Elements</td> </tr> <tr> <td>Characters</td> <td>Sequence of Events</td> <td>Moral</td> <td>Conclusion</td> </tr> <tr> <td>Details</td> <td>Sustain</td> <td>Conclude</td> <td>Closure</td> </tr> </table>			Resolution	Writing Process	6+1 Traits of Writing	Story Elements	Characters	Sequence of Events	Moral	Conclusion	Details	Sustain	Conclude	Closure
Resolution	Writing Process	6+1 Traits of Writing	Story Elements											
Characters	Sequence of Events	Moral	Conclusion											
Details	Sustain	Conclude	Closure											

# Common Core Adoption Process

## W.4.4

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

What do students need to be able to <u>DO</u> ?		Question Stems																				
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																					
<ul style="list-style-type: none"> <li>Students know how construct the following: informational, explanatory, opinion, and narrative writings.</li> <li>Students understand various text structures including: problem/solution, cause/effect, and sequence of events.</li> <li>Students determine for whom they are writing.</li> <li>Students understand and follow the writing process.</li> <li>Students will understand the 6 + 1 Traits of Writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students evaluate their ideas in order to select and use the appropriate graphic organizer for organizing their writing.</li> <li>Students analyze the writing task or prompt in order to determine which type of writing is required (persuasive, narrative, or informational).</li> <li>Students analyze their writing and seek assistance from classmates and adults when revising.</li> <li>Students create multiple writing pieces.</li> <li>Students apply the 6+1 Traits of Writing when engaging in the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>Is there a graphic organizer that might help you plan your writing?</li> <li>Have you proofread your writing?</li> <li>How did you make sure that your audience will like and appreciate your writing?</li> <li>Why did you choose this text structure?</li> <li>Reread your writing focusing on __ trait of Writing. How might you improve this?</li> <li>Reread your writing; is it your best work?</li> <li>Is the purpose of your writing clear?</li> <li>Did you use the rubric / checklist to self-edit your writing?</li> </ul>																				
<b>Vocabulary:</b> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Topic</td> <td style="width: 20%;">Writing Process</td> <td style="width: 20%;">6+1 Traits of Writing</td> <td style="width: 20%;">Sequence of Events</td> <td style="width: 20%;">Narrative</td> </tr> <tr> <td>Cause/Effect</td> <td>Problem/Solution</td> <td>Text Structure</td> <td>Development</td> <td>Analyze</td> </tr> <tr> <td>Organization</td> <td>Task</td> <td>Purpose</td> <td>Self-Edit</td> <td>Purpose</td> </tr> <tr> <td>Rubric</td> <td>Checklist</td> <td>Explanatory Writing</td> <td>Opinion Writing</td> <td></td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Sequence of Events	Narrative	Cause/Effect	Problem/Solution	Text Structure	Development	Analyze	Organization	Task	Purpose	Self-Edit	Purpose	Rubric	Checklist	Explanatory Writing	Opinion Writing	
Topic	Writing Process	6+1 Traits of Writing	Sequence of Events	Narrative																		
Cause/Effect	Problem/Solution	Text Structure	Development	Analyze																		
Organization	Task	Purpose	Self-Edit	Purpose																		
Rubric	Checklist	Explanatory Writing	Opinion Writing																			

# Common Core Adoption Process

## W.4.5

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

What do students need to be able to <u>DO</u> ?		Question Stems																				
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																					
<ul style="list-style-type: none"> <li>Students understand each step in the writing process, including: prewriting, writing rough draft, revising, editing, and publishing.</li> <li>Students understand the importance of the 6+1 Traits of Writing, including the following: Ideas, Organization, Voice, Sentence Fluency, Word Choice, Conventions, and presentation.</li> <li>Students understand how to use the writing rubric as a checklist for assessing their own writing and the writing of their classmates.</li> <li>Students know from whom they can receive writing help.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply each step in the writing process, including: prewriting, writing rough draft, revising, editing, and publishing.</li> <li>Students evaluate their writing in order to edit and revise.</li> <li>Students apply their knowledge of the 6+1 Traits of Writing in order to revise and edit their writing.</li> <li>Students apply the rubric when checking over their own writing and the writing of their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Is there a graphic organizer that might help you plan your writing?</li> <li>Share your writing with a partner.</li> <li>How did you make sure that your audience will like and appreciate your writing?</li> <li>Why did you choose this text structure?</li> <li>Reread your writing focusing on __ trait of Writing. How might you improve this?</li> <li>Reread your writing; is it your best work?</li> <li>Is the purpose of your writing clear?</li> <li>Did you use the rubric / checklist to self-edit your writing?</li> </ul>																				
<b>Vocabulary:</b> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Topic</td> <td style="width: 20%;">Writing Process</td> <td style="width: 20%;">6+1 Traits of Writing</td> <td style="width: 20%;">Prewriting</td> <td style="width: 20%;">Draft</td> </tr> <tr> <td>Revision</td> <td>Editing</td> <td>Publishing</td> <td>Final Draft</td> <td>Peer Edit</td> </tr> <tr> <td>Ideas</td> <td>Organization</td> <td>Conventions</td> <td>Word Choice</td> <td>Voice</td> </tr> <tr> <td>Presentation</td> <td>Sentence Fluency</td> <td>Rubric</td> <td>Checklist</td> <td></td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Prewriting	Draft	Revision	Editing	Publishing	Final Draft	Peer Edit	Ideas	Organization	Conventions	Word Choice	Voice	Presentation	Sentence Fluency	Rubric	Checklist	
Topic	Writing Process	6+1 Traits of Writing	Prewriting	Draft																		
Revision	Editing	Publishing	Final Draft	Peer Edit																		
Ideas	Organization	Conventions	Word Choice	Voice																		
Presentation	Sentence Fluency	Rubric	Checklist																			

## Common Core Adoption Process

### W.4.6

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.

What do students need to be able to <u>DO</u> ?		Question Stems																				
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																					
<ul style="list-style-type: none"> <li>Students will participate in peer and teacher-led writing conferences prior to publishing their work.</li> <li>Students will know how to use the following toolbar /editing functions: bold, underline, font style, font size, spell and grammar check, dictionary, thesaurus</li> <li>Students know how to save their work on the computer and on a flash drive.</li> <li>Students are able to use Internet search engines.</li> <li>Students know how to use publishing programs including Microsoft Office and Open Office</li> <li>Students know how to print or otherwise publish their work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will apply their knowledge of computer programs such as Microsoft Office and Open Office, to improve and publish their writing.</li> <li>Students will apply what they have learned from participating in peer and teacher-led writing conferences in order to improve their writing.</li> <li>Students will use technology to engage in collaborative discussions through discussion forums and/or Skype (ex: pen pal emails/Skype/Google Docs).</li> </ul>	<ul style="list-style-type: none"> <li>Where will you save your work to ensure that you don't lose it?</li> <li>What online resources will you use to make your writing better?</li> <li>What program will you use to publish your work? Why did you choose that program?</li> <li>How can you make your finished work look even better?</li> <li>Did you use spell check?</li> <li>What suggestions can you offer your partner?</li> <li>Have you used the rubric / checklist in order to self-edit or peer-edit the writing?</li> </ul>																				
<b>Vocabulary:</b> <table border="0" style="width: 100%;"> <tr> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Guidance</td> <td>Flash-Drive</td> <td>Technology</td> </tr> <tr> <td>Word Process</td> <td>Presentation</td> <td>Support</td> <td>Interact</td> <td>Collaborate</td> </tr> <tr> <td>Publish</td> <td>Microsoft Office</td> <td>Open Office</td> <td>Power Point</td> <td>Skype</td> </tr> <tr> <td>Microsoft Word</td> <td>Google Docs</td> <td>Email</td> <td>Peer-Edit</td> <td>Self-Edit</td> </tr> </table>			Writing Process	6+1 Traits of Writing	Guidance	Flash-Drive	Technology	Word Process	Presentation	Support	Interact	Collaborate	Publish	Microsoft Office	Open Office	Power Point	Skype	Microsoft Word	Google Docs	Email	Peer-Edit	Self-Edit
Writing Process	6+1 Traits of Writing	Guidance	Flash-Drive	Technology																		
Word Process	Presentation	Support	Interact	Collaborate																		
Publish	Microsoft Office	Open Office	Power Point	Skype																		
Microsoft Word	Google Docs	Email	Peer-Edit	Self-Edit																		

# Common Core Adoption Process

## W.4.7

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

What do students need to be able to <u>DO</u> ?		Question Stems																				
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																					
<ul style="list-style-type: none"> <li>Students will use Internet search engines to research an idea.</li> <li>Students will identify key details from multiple sources and keep a record of those details.</li> <li>Students will identify keywords for searching a topic and use those words when conducting research online.</li> <li>Students will develop research questions.</li> <li>Students will understand the concept of plagiarism and know that sources must be credited and ideas should be rephrased.</li> <li>Students will know how to compile a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Students will apply their understanding of the 6 + 1 Writing Traits as they move through the writing process.</li> <li>Students will develop a plan for researching a specific topic.</li> <li>Students will apply their understanding of organization in order to choose a graphic organizer in order to organize information that was researched.</li> <li>Students will apply their knowledge of informational writing in order to write a research report on a specific topic.</li> <li>Students will apply their knowledge of plagiarism as they cite sources and rephrase ideas found from various sources.</li> </ul>	<ul style="list-style-type: none"> <li>What is the topic of your report?</li> <li>What keywords can you use to find your topic online?</li> <li>Is there a graphic organizer that might help you organize the information as you find it?</li> <li>What information do you need to write a report?</li> <li>What do you wonder about this specific topic?</li> <li>What is your first (next) step?</li> <li>How did you make sure that you gave your sources credit?</li> <li>Is there another way to say that?</li> </ul>																				
<b>Vocabulary:</b> <table border="0" style="width: 100%;"> <tr> <td>Writing Process</td> <td>Research Projects</td> <td>6+1 Traits of Writing</td> <td>Print</td> <td>Digital Sources</td> </tr> <tr> <td>Key Words</td> <td>Search Engines</td> <td>Graphic Organizer</td> <td>Bibliography</td> <td>Sources</td> </tr> <tr> <td>Cite</td> <td>Compile</td> <td>Plagiarism</td> <td>Credit</td> <td>Investigation</td> </tr> <tr> <td>Aspect</td> <td>Paraphrase</td> <td></td> <td></td> <td></td> </tr> </table>			Writing Process	Research Projects	6+1 Traits of Writing	Print	Digital Sources	Key Words	Search Engines	Graphic Organizer	Bibliography	Sources	Cite	Compile	Plagiarism	Credit	Investigation	Aspect	Paraphrase			
Writing Process	Research Projects	6+1 Traits of Writing	Print	Digital Sources																		
Key Words	Search Engines	Graphic Organizer	Bibliography	Sources																		
Cite	Compile	Plagiarism	Credit	Investigation																		
Aspect	Paraphrase																					

# Common Core Adoption Process

## W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

What do students need to be able to <u>DO</u> ?		Question Stems																				
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																					
<ul style="list-style-type: none"> <li>Students use Internet search engines to research an idea.</li> <li>Students identify key details from multiple sources and keep a record of those details.</li> <li>Students identify keywords for searching a topic and use those words when conducting research online.</li> <li>Students develop research questions.</li> <li>Students understand the concept of plagiarism and know that sources must be credited and ideas should be rephrased.</li> <li>Students know how to compile a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Students will apply their understanding of the 6 + 1 Writing Traits as they move through the writing process.</li> <li>Students will develop a plan for researching a specific topic.</li> <li>Students analyze information in order to categorize it appropriately.</li> <li>Students will apply their understanding of organization in order to choose a graphic organizer in order to organize information that was researched.</li> <li>Students will apply their knowledge of informational writing in order to write a research report on a specific topic.</li> <li>Students will apply their knowledge of plagiarism as they cite sources and rephrase ideas found from various sources.</li> </ul>	<ul style="list-style-type: none"> <li>What is the topic of your report?</li> <li>What keywords can you use to find your topic online?</li> <li>Is there a graphic organizer that might help you organize the information as you find it?</li> <li>What information do you need to write a report?</li> <li>What do you wonder about this specific topic?</li> <li>What is your first (next) step?</li> <li>How did you make sure that you gave your sources credit?</li> <li>Is there another way to say that?</li> </ul>																				
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Recall	Writing Process	6+1 Traits of Writing	Print	Digital Sources																		
Categories	Evidence	Sources	Experiences	Search Engines																		
Bibliography	Cite	Graphic Organizer	Note Taking	Catergorize																		
Paraphrase	Internet	Plagiarism	Citation	Compile																		

# Common Core Adoption Process

## W.4.9

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

### A.

Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

What do students need to be able to <u>DO</u> ?		Question Stems															
Lower Levels (1 & 2)	Higher Level (3 & 4)																
Know, Remember, Understand, & Comprehend <ul style="list-style-type: none"> <li>Students will recall information from texts read.</li> <li>Students will interpret literature.</li> <li>Students will identify evidence within a text in order to support a written response.</li> </ul>	Apply, Analyze, Evaluate, Create, & Synthesize <ul style="list-style-type: none"> <li>Students will analyze specific story elements from literature (characters, setting, conflicts, problems, resolution, &amp; various other events) and construct a detailed response regarding them.</li> <li>Students will cite textual evidence to support their response to a specific literature-based question.</li> <li>Students will create a logically organized response to open-ended literature-based questions.</li> </ul>	<ul style="list-style-type: none"> <li>Why do you think the character responded in that way?</li> <li>Create an open-mind portrait for that character.</li> <li>What evidence can you find in the text to support your response?</li> <li>How do you know?</li> <li>Why do you think that?</li> <li>What conclusion can you draw after reading these texts?</li> <li>How do you feel about the way that character behaved?</li> <li>Prove that.</li> <li>Where could you look to find that information?</li> </ul>															
<b>Vocabulary:</b> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>Draw Evidence</td> <td>Literary Texts</td> <td>Informational Texts</td> <td>Support</td> <td>Analysis</td> </tr> <tr> <td>Story Elements</td> <td>In-Depth</td> <td>Cite Textual Evidence</td> <td>Interpret</td> <td>Organization</td> </tr> <tr> <td>Literature Based</td> <td>Detailed Response</td> <td>Open-Ended Questions</td> <td>Open-Mind Portrait</td> <td></td> </tr> </table>			Draw Evidence	Literary Texts	Informational Texts	Support	Analysis	Story Elements	In-Depth	Cite Textual Evidence	Interpret	Organization	Literature Based	Detailed Response	Open-Ended Questions	Open-Mind Portrait	
Draw Evidence	Literary Texts	Informational Texts	Support	Analysis													
Story Elements	In-Depth	Cite Textual Evidence	Interpret	Organization													
Literature Based	Detailed Response	Open-Ended Questions	Open-Mind Portrait														



# Common Core Adoption Process

## W.4.9

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

### B.

Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

What do students need to be able to <u>DO</u> ?		Question Stems															
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																
<ul style="list-style-type: none"> <li>Students will recall information from texts read.</li> <li>Students will collect information from multiple sources.</li> <li>Students will identify evidence within a text in order to support a written response.</li> </ul>	<ul style="list-style-type: none"> <li>Students will analyze specific reasons the author used to support his claim/opinion construct a detailed response regarding them.</li> <li>Students will cite textual evidence to support their response to a specific question</li> <li>Students will create a logically organized response.</li> </ul>	<ul style="list-style-type: none"> <li>How can you prove that this was the author’s purpose?</li> <li>What evidence can you find in the text to support your response?</li> <li>How do you know?</li> <li>Why do you think that?</li> <li>What conclusion can you draw after reading these texts?</li> <li>Do you agree or disagree with the author? Why?</li> <li>Where could you look to find that information?</li> <li>How did the author support his opinion?</li> </ul>															
<b>Vocabulary:</b> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>Draw Evidence</td> <td>Literary Texts</td> <td>Informational Texts</td> <td>Support</td> <td>Analysis</td> </tr> <tr> <td>Story Elements</td> <td>In-Depth</td> <td>Cite Textual Evidence</td> <td>Interpret</td> <td>Organization</td> </tr> <tr> <td>Opinions</td> <td>Detailed Response</td> <td>Open-Ended Questions</td> <td>Argument</td> <td>Claim</td> </tr> </table>			Draw Evidence	Literary Texts	Informational Texts	Support	Analysis	Story Elements	In-Depth	Cite Textual Evidence	Interpret	Organization	Opinions	Detailed Response	Open-Ended Questions	Argument	Claim
Draw Evidence	Literary Texts	Informational Texts	Support	Analysis													
Story Elements	In-Depth	Cite Textual Evidence	Interpret	Organization													
Opinions	Detailed Response	Open-Ended Questions	Argument	Claim													

# Common Core Adoption Process

## W.4.10

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.

What do students need to be able to <u>DO</u> ?		Question Stems																									
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																										
<ul style="list-style-type: none"> <li>Students will select topics to write about.</li> <li>Students will know and follow the writing process.</li> <li>Students will understand the 6 + 1 Traits for writing.</li> <li>Students will understand the purpose of writing.</li> <li>Students will understand that graphic organizers can be used to plan and organize their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students will apply the 6 + 1 Traits for writing when writing.</li> <li>Students will organize their narrative writing including a clear beginning, middle, and end.</li> <li>Students will create informational writing pieces with a clear text structure.</li> <li>Students will create appropriate endings for a variety of writings.</li> <li>Students will cite multiple sources when conducting and writing research reports.</li> <li>Students will evaluate their writing and the writing of their classmates in order to make revisions and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to the following prompt.</li> <li>What graphic organizer would help you plan this type of writing?</li> <li>Write a personal narrative.</li> <li>Explain this...</li> <li>What support did you provide for your opinion?</li> <li>Reread your writing. How can you improve it?</li> <li>Use the checklist / rubric to self-assess your writing.</li> <li>Make sure to think about your audience, as you write.</li> <li>How is writing a report different from a personal narrative?</li> </ul>																									
<b>Vocabulary:</b> <table border="0" style="width: 100%;"> <tr> <td>Opinion</td> <td>Argumentative</td> <td>Informational</td> <td>Explanatory</td> <td>Proofread</td> </tr> <tr> <td>Narrative</td> <td>Research</td> <td>Essay</td> <td>Word Choice</td> <td>Edit</td> </tr> <tr> <td>Reflection</td> <td>Prompt</td> <td>6+1 Traits</td> <td>Writing Process</td> <td>Peer Edit</td> </tr> <tr> <td>Discipline</td> <td>Purpose</td> <td>Extended Time</td> <td>Audience</td> <td>Voice</td> </tr> <tr> <td>Organization</td> <td>Presentation</td> <td>Conventions</td> <td>Sentence Fluency</td> <td>Ideas</td> </tr> </table>			Opinion	Argumentative	Informational	Explanatory	Proofread	Narrative	Research	Essay	Word Choice	Edit	Reflection	Prompt	6+1 Traits	Writing Process	Peer Edit	Discipline	Purpose	Extended Time	Audience	Voice	Organization	Presentation	Conventions	Sentence Fluency	Ideas
Opinion	Argumentative	Informational	Explanatory	Proofread																							
Narrative	Research	Essay	Word Choice	Edit																							
Reflection	Prompt	6+1 Traits	Writing Process	Peer Edit																							
Discipline	Purpose	Extended Time	Audience	Voice																							
Organization	Presentation	Conventions	Sentence Fluency	Ideas																							



# Grade 4

## Speaking & Listening

# Common Core Adoption Process

## SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems															
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																
<ul style="list-style-type: none"> <li>Students read and prepare material for a discussion.</li> <li>Students collaborate and work with peers.</li> <li>Students converse, accept the ideas of others, and develop good study habits.</li> <li>Students ask questions and use language to build on and clarify information.</li> <li>Students respond respectfully and add comments based on the discussion of others.</li> <li>Students understand their roles and responsibilities in relation to accomplishing a task.</li> </ul>	<ul style="list-style-type: none"> <li>Students analyze the responses of other in order to formulate new ideas and further the conversation</li> <li>Students will be able to critique the opinions of others.</li> <li>Students will cite textual evidence during discussions regarding literature.</li> <li>Students will cite personal experiences and explain how those experiences connect with the task at hand.</li> <li>Students will make connections with others.</li> </ul>	<ul style="list-style-type: none"> <li>Before you move into groups, make sure you have all the materials you will need.</li> <li>Turn and ask your partner...</li> <li>Does everyone understand what their job is for completing the task?</li> <li>Be prepared to share several questions that you can discuss with your group.</li> <li>What vocabulary can be used to link your ideas to the ideas that have already been discussed?</li> <li>Be ready to explain your thoughts and ideas and what new knowledge you have?</li> <li>Can you show others where you got your information?</li> </ul>															
<b>Vocabulary:</b> <table border="0" style="width: 100%;"> <tr> <td>Conversation</td> <td>Link</td> <td>Collaborative Groups</td> <td>Collaborate</td> <td>Explicitly</td> </tr> <tr> <td>Clarify</td> <td>Role</td> <td>Understanding</td> <td>Discussion</td> <td>Explore</td> </tr> <tr> <td>Connect</td> <td>Analyze</td> <td>Cite</td> <td>Textual Evidence</td> <td></td> </tr> </table>			Conversation	Link	Collaborative Groups	Collaborate	Explicitly	Clarify	Role	Understanding	Discussion	Explore	Connect	Analyze	Cite	Textual Evidence	
Conversation	Link	Collaborative Groups	Collaborate	Explicitly													
Clarify	Role	Understanding	Discussion	Explore													
Connect	Analyze	Cite	Textual Evidence														

# Common Core Adoption Process

## SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

### B.

Follow agreed-upon rules for discussions and carry out assigned roles.

What do students need to be able to <u>DO</u> ?		Question Stems												
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students understand the expectations of collaborative discussions with peers.</li> <li>Students understand that everyone's opinions and thoughts matter.</li> <li>Students engage in active listening.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students are able to analyze their past experiences in order to share with others and/or further the class discussion.</li> <li>Students apply listening strategies when collaborating with peers.</li> <li>Students evaluate their own opinions and thoughts about a text in order to determine what to share.</li> </ul>	<ul style="list-style-type: none"> <li>Who can remind me what a good listener does when others are sharing?</li> <li>Share two interesting ideas from the reading with your group.</li> <li>Turn &amp; Talk about that idea from the text.</li> <li>Think, Pair, Share</li> <li>Explain 2 things you learned and 1 thing you still wonder about with your partner.</li> <li>What suggestions do you have to help your partner?</li> <li>Did you share the same opinion as your partner? Why or why not?</li> </ul>												
<p><b>Vocabulary:</b></p> <table> <tr> <td>Discussion</td> <td>Conversation</td> <td>Group Work</td> <td>Topics</td> </tr> <tr> <td>Role</td> <td>Comments</td> <td>Gaining The Floor</td> <td>Active Listening</td> </tr> <tr> <td>Text</td> <td>Norms</td> <td>Turn &amp; Talk</td> <td>Think, Pair, Share</td> </tr> </table>			Discussion	Conversation	Group Work	Topics	Role	Comments	Gaining The Floor	Active Listening	Text	Norms	Turn & Talk	Think, Pair, Share
Discussion	Conversation	Group Work	Topics											
Role	Comments	Gaining The Floor	Active Listening											
Text	Norms	Turn & Talk	Think, Pair, Share											

# Common Core Adoption Process

## SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the expectations of collaborative discussions with peers.</li> <li>Students understand that asking questions is a great way to deepen understanding.</li> <li>Students will understand the importance of staying on topic when working with others.</li> <li>Students monitor group happenings to make certain they remain on task.</li> </ul>	<ul style="list-style-type: none"> <li>Students will evaluate their partner's understanding of presented information in order to determine which questions to ask to further their comprehension.</li> <li>Students will make connections between their thoughts and the thoughts and opinions of others.</li> <li>Students will continually analyze the discussion in order to determine how best to proceed.</li> </ul>	<ul style="list-style-type: none"> <li>Who can remind me what a good listener does when others are sharing?</li> <li>Share two interesting ideas from the reading with your group.</li> <li>Turn &amp; Talk about that idea from the text.</li> <li>Think, Pair, Share</li> <li>Did you offer suggestions or comments when your partner was finished speaking?</li> <li>What suggestions do you have to help your partner?</li> <li>Brainstorm three questions that you believe would help you better understand that idea.</li> </ul>

### Vocabulary:

Discussion  
 Role  
 Text  
 Determine

Conversation  
 Present  
 Norms  
 Further Discussion

Group Work  
 Gaining The Floor  
 Turn & Talk  
 Proceed

Topics  
 Active Listening  
 Think, Pair, Share  
 Pose Questions

# Common Core Adoption Process

## SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

### D.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students understand the expectations of collaborative discussions with peers.</li> <li>Students are able to work effectively with classmates.</li> <li>Students recognize the ideas of others.</li> <li>Students understand how to respond respectfully, even when they disagree with someone.</li> <li>Students are able to explain their own thoughts and ideas on a topic or text.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students evaluate the conversation in order to build upon what has already been said.</li> <li>Students create and share original responses based on their own ideas and experiences.</li> <li>Students are able to synthesize the information presented by classmates in order to develop a new or improved opinion on that matter.</li> </ul>	<ul style="list-style-type: none"> <li>Who can remind me what a good listener does when others are sharing?</li> <li>Share two interesting ideas from the reading with your group.</li> <li>Turn &amp; Talk about that idea from the text.</li> <li>Think, Pair, Share</li> <li>How are your thoughts different now that you have had a chance to discuss them?</li> <li>How has your thinking changed after speaking with your classmates?</li> </ul>																
<p><b>Vocabulary:</b></p> <table> <tr> <td>Discussion</td> <td>Conversation</td> <td>Group Work</td> <td>Topics</td> </tr> <tr> <td>Role</td> <td>Present</td> <td>Gaining The Floor</td> <td>Active Listening</td> </tr> <tr> <td>Text</td> <td>Norms</td> <td>Turn &amp; Talk</td> <td>Think, Pair, Share</td> </tr> <tr> <td>Determine</td> <td>Further Discussion</td> <td>Proceed</td> <td>Synthesize</td> </tr> </table>			Discussion	Conversation	Group Work	Topics	Role	Present	Gaining The Floor	Active Listening	Text	Norms	Turn & Talk	Think, Pair, Share	Determine	Further Discussion	Proceed	Synthesize
Discussion	Conversation	Group Work	Topics															
Role	Present	Gaining The Floor	Active Listening															
Text	Norms	Turn & Talk	Think, Pair, Share															
Determine	Further Discussion	Proceed	Synthesize															

# Common Core Adoption Process

## SL.4.2

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

What do students need to be able to <u>DO</u> ?		Question Stems												
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>Summarize what you viewed or heard.</li> <li>What was the main idea of the video?</li> <li>How did you decide what information was important?</li> <li>Can you explain what information is being presented in this _____ (graph, chart, table, map, etc.)</li> <li>Why did the author choose to present this information using a ____ (graph, chart, table, map, etc)?</li> <li>How would you choose to present this information?</li> </ul>												
<ul style="list-style-type: none"> <li>Students understand that texts contain main ideas, supporting details, and extra information.</li> <li>Students understand that information can be presented in visual, digital, and oral formats.</li> <li>Students understand the information presented in visual, digital, and oral formats.</li> <li>Students will engage in active listening during the presentation of new information.</li> <li>Students are able to rephrase various portions of text.</li> </ul>	<ul style="list-style-type: none"> <li>Students differentiate between main ideas and supporting details within a text.</li> <li>Students analyze various media formats (Ex: graphs, videos, and digital resources) in order to gain the information.</li> </ul>													
<b>Vocabulary:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Oral</td> <td style="width: 25%;">Determine</td> <td style="width: 25%;">Main Idea</td> <td style="width: 25%;">Supporting Detail</td> </tr> <tr> <td>Presented</td> <td>Diverse</td> <td>Media</td> <td>Format</td> </tr> <tr> <td>Quantitative</td> <td>Graphics</td> <td>Visual</td> <td>Paraphrase</td> </tr> </table>			Oral	Determine	Main Idea	Supporting Detail	Presented	Diverse	Media	Format	Quantitative	Graphics	Visual	Paraphrase
Oral	Determine	Main Idea	Supporting Detail											
Presented	Diverse	Media	Format											
Quantitative	Graphics	Visual	Paraphrase											



# Common Core Adoption Process

## SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

What do students need to be able to <u>DO</u> ?		Question Stems				
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students infer the message being conveyed through media sources.</li> <li>Students will be able to understand that evidence can be found in the form of facts, examples, and images.</li> <li>Students use facts, examples, and explanations to support an opinion.</li> <li>Students understand that arguments / opinions must be supported by facts and/or reasons.</li> <li>Students identify the facts and reasons a speaker gives to support his/her argument.</li> <li>Students understand that asking questions is an effective strategy for improving understanding.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will be able to draw conclusions based on what they saw or heard.</li> <li>Students are able to evaluate their own understanding of presented information in order to ask clarifying questions.</li> <li>Students will analyze the information presented in order to determine if they agree or disagree with the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>Why is the speaker trying to convey these particular arguments?</li> <li>What is this author/speaker trying to tell you?</li> <li>What evidence does the speaker give to support his/her points?</li> <li>Next, give examples to support the evidence the speaker used in their medium.</li> <li>Do you agree or disagree with what you saw or heard? Explain and site your reasons.</li> <li>What conclusions can you draw based on what you saw or heard?</li> </ul>				
<p><b>Vocabulary:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Elaboration Support</td> <td style="text-align: center;">Appropriate Clarification</td> <td style="text-align: center;">Argument Evidence</td> <td style="text-align: center;">Opinions Provide</td> </tr> </table>			Elaboration Support	Appropriate Clarification	Argument Evidence	Opinions Provide
Elaboration Support	Appropriate Clarification	Argument Evidence	Opinions Provide			

# Common Core Adoption Process

## SL.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.

What do students need to be able to <u>DO</u> ?		Question Stems																				
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students understand strategies for organizing a presentation (ex: brainstorming &amp; using graphic organizers).</li> <li>Students understand basic organization structures for reporting or telling a story including: cause/effect, problem/solution, &amp; chronological order.</li> <li>Students understand that stories must have a beginning, middle, &amp; end.</li> <li>Students understand that most texts and presentations have a theme (moral).</li> <li>Students understand that reports have an introduction, body, and conclusion.</li> <li>Students understand that good speakers do the following: speaking clearly, making eye-contact, &amp; speaking at a reasonable pace.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will apply organizational strategies when developing an oral report or telling a story.</li> <li>Students apply their knowledge of presenting when speaking to an audience.</li> <li>Students apply their knowledge of descriptive language as they present information or tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>What do you want your audience to remember about your presentation?</li> <li>What is the theme of your presentation?</li> <li>What graphic organizer might help you plan your report?</li> <li>Why did you choose to organizer your presentation in that way?</li> <li>What do good speakers do when they present?</li> <li>How will you ensure that your audience is engaged?</li> </ul>																				
<p><b>Vocabulary:</b></p> <table> <tr> <td>Topic</td> <td>Text</td> <td>Recount</td> <td>Appropriate</td> <td>Relevant</td> </tr> <tr> <td>Strategies</td> <td>Organizing</td> <td>Presentation</td> <td>Pace</td> <td>Chronological Order</td> </tr> <tr> <td>Brainstorming</td> <td>Cause/Effect</td> <td>Problem/Solution</td> <td>Theme</td> <td>Moral</td> </tr> <tr> <td>Graphic Organizer</td> <td>Engaged</td> <td></td> <td></td> <td></td> </tr> </table>			Topic	Text	Recount	Appropriate	Relevant	Strategies	Organizing	Presentation	Pace	Chronological Order	Brainstorming	Cause/Effect	Problem/Solution	Theme	Moral	Graphic Organizer	Engaged			
Topic	Text	Recount	Appropriate	Relevant																		
Strategies	Organizing	Presentation	Pace	Chronological Order																		
Brainstorming	Cause/Effect	Problem/Solution	Theme	Moral																		
Graphic Organizer	Engaged																					

# Common Core Adoption Process

## SL.4.5

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

What do students need to be able to <u>DO</u> ?		Question Stems												
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students will understand how to use audio equipment in order to record their voice.</li> <li>Students know how to use PowerPoint to share their presentation.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will apply their knowledge of audio equipment in order to record their own voice.</li> <li>Students will create and present visual displays in order to add meaning to poems, songs, or stories.</li> <li>Students will analyze their own work in order to decide when and how to add visual displays to enhance their work.</li> </ul>	<ul style="list-style-type: none"> <li>Listen as I play back what you read. What do you notice? What can you improve?</li> <li>What types of visual displays could you add to make this even more interesting to the audience?</li> <li>What can you do to add feeling or emotion as you read?</li> <li>Why is it important to use expression as you read?</li> <li>How might you show your audience that?</li> <li>What should the audience be looking at while you're speaking?</li> </ul>												
<p><b>Vocabulary:</b></p> <table> <tr> <td>Engaging</td> <td>Audio Recordings</td> <td>Fluid Reading</td> <td>Pace</td> </tr> <tr> <td>Visual Displays</td> <td>Appropriate</td> <td>Emphasize</td> <td>Enhance</td> </tr> <tr> <td>Pitch</td> <td>Inflection</td> <td>Audio Equipment</td> <td>Fluency</td> </tr> </table>			Engaging	Audio Recordings	Fluid Reading	Pace	Visual Displays	Appropriate	Emphasize	Enhance	Pitch	Inflection	Audio Equipment	Fluency
Engaging	Audio Recordings	Fluid Reading	Pace											
Visual Displays	Appropriate	Emphasize	Enhance											
Pitch	Inflection	Audio Equipment	Fluency											

# Common Core Adoption Process

## SL.4.6

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.

What do students need to be able to <u>DO</u> ?		Question Stems												
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>• How is the language you use with your friends different from the language you would use when writing a report?</li> <li>• How does the way in which you speak affect the way others think about you?</li> <li>• What specific vocabulary terms can you use to explain that?</li> <li>• Who is your audience?</li> <li>• How does your audience change what you say or how you say it?</li> </ul>												
<ul style="list-style-type: none"> <li>• Students understand the concept of a complete sentence.</li> <li>• Students understand the differences between formal and informal English.</li> <li>• Students know that when writing a formal response they should use formal English and pay attention to conventions and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Students apply their knowledge of formal and informal English in order to determine word choice in specific settings.</li> <li>• Students apply learned vocabulary in their responses to specific questions or prompts.</li> </ul>													
<b>Vocabulary:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Audience</td> <td style="width: 25%;">Formal English</td> <td style="width: 25%;">Task</td> <td style="width: 25%;">Situation</td> </tr> <tr> <td>Clarification</td> <td>Respond</td> <td>Complete Sentence</td> <td>Detail</td> </tr> <tr> <td>Word Choice</td> <td>Conventions</td> <td>Grammar</td> <td></td> </tr> </table>			Audience	Formal English	Task	Situation	Clarification	Respond	Complete Sentence	Detail	Word Choice	Conventions	Grammar	
Audience	Formal English	Task	Situation											
Clarification	Respond	Complete Sentence	Detail											
Word Choice	Conventions	Grammar												



# Grade 4

## Language

# Common Core Adoption Process

## L.4.1

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

### A.

Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

What do students need to be able to <u>DO</u> ?		Question Stems
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students know that relative adverbs are words that describe or give information about adjectives, verbs, &amp; other adverbs.</li> <li>Students know that relative pronouns are used to refer to people, things, ideas or qualities.</li> <li>Students identify relative pronouns such as the following: <i>who, whose, whom, which, &amp; that</i>.</li> <li>Students identify relative adverbs such as the following: <i>where, when &amp; why</i>.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students apply their understanding of relative pronouns and relative adverbs when evaluating sentences.</li> <li>Students apply their knowledge of relative pronouns and relative adverbs when writing.</li> <li>Students apply their knowledge of adjectives and adverbs by adding detail to descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>What is “that” referring to in this sentence?</li> <li>Are you able to make your description better by telling where, when, or why?</li> <li>Who are you referring to with that word?</li> </ul>
<p><b>Vocabulary:</b></p> <p>Demonstrate                      Command                      Conventions                      Grammar                      Relative Pronouns</p> <p>Relative Adverbs</p>		

# Common Core Adoption Process

## L.4.1

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

### B.

Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

What do students need to be able to <u>DO</u> ?		Question Stems									
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students understand the concept of progressive verb tenses (that verbs change depending on <i>when</i> the action took place).</li> <li>Students identify the present, past, and future tense for verbs.</li> <li>Students use context clues to determine what verb tense belongs in a given sentence.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will apply their knowledge of progressive verb tenses when writing or speaking.</li> </ul>	<ul style="list-style-type: none"> <li>When did that action take place?</li> <li>Reread your sentence. Does this sound exactly as you intended it to sound?</li> <li>Select the verb that belongs in this sentence.</li> <li>How would this sentence change if the action were to have happened yesterday/tomorrow/today?</li> </ul>									
<p><b>Vocabulary:</b></p> <table> <tr> <td>Demonstrate</td> <td>Command</td> <td>Conventions</td> <td>Grammar</td> <td>Relative Pronouns</td> </tr> <tr> <td>Relative Adverbs</td> <td>Present Tense</td> <td>Past Tense</td> <td>Future Tense</td> <td>Progressive Verb Tenses</td> </tr> </table>			Demonstrate	Command	Conventions	Grammar	Relative Pronouns	Relative Adverbs	Present Tense	Past Tense	Future Tense
Demonstrate	Command	Conventions	Grammar	Relative Pronouns							
Relative Adverbs	Present Tense	Past Tense	Future Tense	Progressive Verb Tenses							

# Common Core Adoption Process

**L.4.1**  
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**C.**  
 Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

What do students need to be able to <u>DO</u> ?		Question Stems					
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>• Reread your writing aloud; does this sound exactly as you wanted it to sound?</li> <li>• What does this modal auxiliary show?</li> <li>• Which of these modal auxiliaries best completes the sentence?</li> </ul>					
<ul style="list-style-type: none"> <li>• Students understand that modal auxiliaries (also known as auxiliary verbs, modal verbs, and/or helping verbs) must be used along with a main verb in order to express shades of time and mood (Ex: I <u>am</u> going home.)</li> <li>• Students are able to identify the following modal auxiliaries: will, shall, may, might, can, could, must, ought to, should, would, used to, need.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will apply their knowledge of modal auxiliaries when writing or speaking.</li> </ul>						
<p><b>Vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Demonstrate Various</td> <td style="text-align: center;">Command Convey</td> <td style="text-align: center;">Conventions English Usage</td> <td style="text-align: center;">Grammar</td> <td style="text-align: center;">Modal Auxiliaries</td> </tr> </table>			Demonstrate Various	Command Convey	Conventions English Usage	Grammar	Modal Auxiliaries
Demonstrate Various	Command Convey	Conventions English Usage	Grammar	Modal Auxiliaries			



# Common Core Adoption Process

## L.4.1

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

### D.

Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

What do students need to be able to <u>DO</u> ?		Question Stems
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students understand that adjectives that depict quality go before adjectives that describe size or color (Ex: There was a <i>great big</i> dinosaur.).</li> <li>Students understand that adjectives that depict size go before adjectives that describe color (Ex: There was a <i>big red</i> ball.).</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will apply their knowledge of conventional patterns when ordering adjectives in sentences, either written or spoken.</li> </ul>	<ul style="list-style-type: none"> <li>Put the following words in order: There, bag, small, was, blue, a.</li> <li>Reread your writing aloud; does it sound correct?</li> <li>How might you rephrase this so that it sounds better?</li> </ul>
<p><b>Vocabulary:</b></p> <p>Demonstrate Adjectives      Command Conventional Patterns      Conventions      Grammar      English Usage</p>		

# Common Core Adoption Process

## L.4.1

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

### E.

Form and use prepositional phrases.

What do students need to be able to <u>DO</u> ?		Question Stems		
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>• Which of the following prepositional phrases makes the most sense in this sentence?</li> <li>• Reread your writing; is there a way to make this clearer?</li> <li>• Does your writing sound perfect when you read it aloud?</li> <li>• Identify the prepositions in this paragraph.</li> <li>• Underline the prepositional phrase in this sentence.</li> <li>• What is the object of this preposition? How do you know?</li> </ul>		
<ul style="list-style-type: none"> <li>• Students understand that prepositional phrases contain a preposition, a noun or pronoun, and (usually) an adjective that modifies the noun (Ex: <u>from up there</u>, we could see it all.).</li> <li>• Students know prepositions indicate location or relation to an object.</li> <li>• Students understand that prepositions are found before a noun or pronoun in a sentence.</li> <li>• Students are able to identify prepositions, such as the following: above, across, around, as, below, down, for, of, in, into, on, off, over, since, toward, upon, &amp; within.</li> </ul>	<ul style="list-style-type: none"> <li>• Students apply their knowledge of prepositional phrases when speaking or writing.</li> </ul>			
<b>Vocabulary:</b>				
Demonstrate Form	Command Preposition	Conventions Modify	Grammar Pronoun	Prepositional Phrase Adjective

# Common Core Adoption Process

**L.4.1**  
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**F.**  
 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

What do students need to be able to <u>DO</u> ?		Question Stems															
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>• Reread your writing. Does it sound perfect?</li> <li>• Double check that all of your sentences have periods.</li> <li>• Is this a complete sentence? How do you know?</li> <li>• How can you figure out if a sentence is complete</li> <li>• What is the difference between a fragment and a complete sentence?</li> <li>• Insert a period at the end of every complete thought.</li> <li>• Do you have any sentences that go on and on? How can you fix that?</li> <li>• How might you break this run on sentence into several shorter sentences?</li> </ul>															
<ul style="list-style-type: none"> <li>• Students understand that sentences express a complete thought.</li> <li>• Students understand that fragments do not express a complete thought (I am).</li> <li>• Students understand that run on sentences contain two or more complete thoughts that are not linked together with a comma or semicolon.</li> </ul>	<ul style="list-style-type: none"> <li>• Students focus on sentence fluency when revising their writing.</li> <li>• Students apply their understanding of various types of sentences in order to produce simple, compound, and complex sentences when speaking and/or writing while avoiding the inclusion of sentence fragments and run-ons.</li> <li>• Students evaluate their own writing in order to determine how to vary the types of sentences used.</li> </ul>																
<p><b>Vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Demonstrate</td> <td style="width: 25%;">Command</td> <td style="width: 25%;">Conventions</td> <td style="width: 25%;">Grammar</td> <td style="width: 25%;">Complete Sentence</td> </tr> <tr> <td>English Usage</td> <td>Inappropriate</td> <td>Recognize</td> <td>Fragments</td> <td>Run-Ons</td> </tr> <tr> <td>Revise</td> <td>Sentence Fluency</td> <td>Sentence Structure</td> <td>Semicolon</td> <td></td> </tr> </table>			Demonstrate	Command	Conventions	Grammar	Complete Sentence	English Usage	Inappropriate	Recognize	Fragments	Run-Ons	Revise	Sentence Fluency	Sentence Structure	Semicolon	
Demonstrate	Command	Conventions	Grammar	Complete Sentence													
English Usage	Inappropriate	Recognize	Fragments	Run-Ons													
Revise	Sentence Fluency	Sentence Structure	Semicolon														

# Common Core Adoption Process

**L.4.1**  
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**G.**  
 Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

What do students need to be able to <u>DO</u> ?		Question Stems					
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>Which of the following words belongs in this sentence?</li> <li>How do you know whether to use their/there/they're?</li> <li>How do you know whether or not to use too/two/to?</li> </ul>					
<ul style="list-style-type: none"> <li>Students use <i>to, two, and too</i> correctly.</li> <li>Students use : <i>their, there, and they're</i> correctly.</li> <li>Students know homophones are words that are pronounced the same but have different meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply their understanding of homophones when writing.</li> </ul>						
<p><b>Vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 25%;">Demonstrate Homophone</td> <td style="text-align: center; width: 25%;">Command</td> <td style="text-align: center; width: 25%;">Conventions</td> <td style="text-align: center; width: 25%;">Grammar</td> <td style="text-align: center; width: 25%;">Frequently</td> </tr> </table>			Demonstrate Homophone	Command	Conventions	Grammar	Frequently
Demonstrate Homophone	Command	Conventions	Grammar	Frequently			

# Common Core Adoption Process

## L.4.2

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

### A.

Use correct capitalization.

What do students need to be able to <u>DO</u> ?		Question Stems									
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students understand the basic rules of capitalization including the following:                             <ul style="list-style-type: none"> <li>Capitalize the first word of every sentence.</li> <li>Capitalize proper nouns (Dates, Names, Historical Events, etc.).</li> <li>Capitalize the important or major words in the title.</li> </ul> </li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students apply their knowledge of capitalization when writing.</li> </ul>	<ul style="list-style-type: none"> <li>How did you determine which words to capitalize?</li> <li>Edit your paper for capitalization.</li> <li>Explain how you know that word is a proper noun.</li> </ul>									
<p><b>Vocabulary:</b></p> <table> <tr> <td>Demonstrate</td> <td>Command</td> <td>Conventions</td> <td>Grammar</td> <td>Capitalization</td> </tr> <tr> <td>Punctuation</td> <td>Proper Noun</td> <td></td> <td></td> <td></td> </tr> </table>			Demonstrate	Command	Conventions	Grammar	Capitalization	Punctuation	Proper Noun		
Demonstrate	Command	Conventions	Grammar	Capitalization							
Punctuation	Proper Noun										

# Common Core Adoption Process

## L.4.2

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

### B.

Use commas and quotation marks to mark direct speech and quotations from a text.

What do students need to be able to <u>DO</u> ?		Question Stems
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>• Students know the basic rules for dialogue including:                             <ul style="list-style-type: none"> <li>• Put quotation marks around what the character is saying.</li> <li>• Capitalize the first letter of the quote.</li> <li>• Punctuation goes inside of the quotation marks.</li> <li>• Start a new paragraph each time there is a change in speaker.</li> <li>• Comma must be included before the quotation mark when there is an opening Dialogue Tag (ex: Jenny said<sub>2</sub> "Hello!").</li> </ul> </li> <li>• A comma must be included within the quotation marks when the quote comes before the dialogue tag ("Hello<sub>2</sub>" Jenny muttered.).</li> </ul>	<ul style="list-style-type: none"> <li>• Students apply their knowledge of dialogue when writing.</li> <li>• Students analyze their own writing to ensure that they have punctuated dialogue correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you alert your audience that this is dialogue?</li> <li>• Look at your writing, did you include proper punctuation?</li> <li>• Double check that you followed the rules for punctuating dialogue.</li> </ul>
<b>Vocabulary:</b>		
Demonstrate Punctuation	Command Commas	Conventions Dialogue Tag
		Grammar Quotation Marks
		Capitalization Dialogue

# Common Core Adoption Process

## L.4.2

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

### C.

Use a comma before a coordinating conjunction in a compound sentence.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students understand that sentences express a complete thought.</li> <li>Students understand that a simple sentence contains a subject and a verb and very little other information (Ex: Jill ran there.)</li> <li>Students understand that compound sentences contain two independent clauses joined by a coordinating conjunction (Tania went to the mall, <u>but</u> Romero went home.).</li> <li>Students know the coordinating conjunctions are: <i>and, but, for, nor, or, so, yet</i>.</li> <li>Students understand that commas are included before a coordinating conjunction in a compound sentence that joins two independent clauses (Ex: Alice got dinner, but her Cindy got cake.).</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will differentiate between simple and compound sentences.</li> <li>Students apply their knowledge of sentence structure when writing.</li> </ul>	<ul style="list-style-type: none"> <li>Read your writing aloud. Did you include punctuation at every point where you want the reader to pause or take a breath?</li> <li>Which conjunction works best in this sentence?</li> <li>How do you know if a comma is needed in this compound sentence?</li> </ul>															
<p><b>Vocabulary:</b></p> <table> <tr> <td>Demonstrate</td> <td>Command</td> <td>Conventions</td> <td>Grammar</td> <td>Capitalization</td> </tr> <tr> <td>Punctuation</td> <td>Comma</td> <td>Coordinating Conjunction</td> <td>Compound Sentence</td> <td></td> </tr> <tr> <td>Independent Clause</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Demonstrate	Command	Conventions	Grammar	Capitalization	Punctuation	Comma	Coordinating Conjunction	Compound Sentence		Independent Clause				
Demonstrate	Command	Conventions	Grammar	Capitalization													
Punctuation	Comma	Coordinating Conjunction	Compound Sentence														
Independent Clause																	

# Common Core Adoption Process

## L.4.2

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

### D.

Spell grade-appropriate words correctly, consulting references as needed.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>• Student will remember how to spell all Dolch words correctly.</li> <li>• Students will know how to use dictionaries (digital &amp; print) in order to determine the correct spelling of words.</li> <li>• Students will know how to use spell check.</li> <li>• Students will understand the following position based spelling rules:                             <ul style="list-style-type: none"> <li>• I before e, except after c, unless it says a as in "neighbor" and "weigh").</li> <li>• The letter "Q" is always followed by "U"</li> <li>• The letter "Y", and not "I" is used at the end of words ending in the long "I" sounds.</li> </ul> </li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>• Students will apply their knowledge of position-based spelling rules when writing.</li> <li>• Students will evaluate their writing for errors in spelling conventions and correct any errors by consulting appropriate resource (dictionary, word wall, spell check).</li> </ul>	<ul style="list-style-type: none"> <li>• Do you know any words that sound like that word? Can you use what you know to help spell the new word?</li> <li>• What sounds do you hear in that word?</li> <li>• What strategies do you have to spell that word?</li> <li>• Say the word slowly; what sounds do you hear?</li> <li>• Think about what that word looks like.</li> <li>• Listen for sounds as you write.</li> </ul>															
<p><b>Vocabulary:</b></p> <table> <tr> <td>Demonstrate</td> <td>Command</td> <td>Conventions</td> <td>Grammar</td> <td>Capitalization</td> </tr> <tr> <td>Punctuation</td> <td>Grade-Appropriate</td> <td>Dolch Words</td> <td>Spell Check</td> <td>Online Dictionary</td> </tr> <tr> <td>Consult</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Demonstrate	Command	Conventions	Grammar	Capitalization	Punctuation	Grade-Appropriate	Dolch Words	Spell Check	Online Dictionary	Consult				
Demonstrate	Command	Conventions	Grammar	Capitalization													
Punctuation	Grade-Appropriate	Dolch Words	Spell Check	Online Dictionary													
Consult																	



# Common Core Adoption Process

## L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### A.

Choose words and phrases to convey ideas precisely.\*

What do students need to be able to <u>DO</u> ?		Question Stems										
<b>Lower Levels (1 &amp; 2)</b> Know, Remember, Understand, & Comprehend	<b>Higher Level (3 &amp; 4)</b> Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> <li>• Did you proofread?</li> <li>• Did you use a Thesaurus?</li> <li>• Did you use quotes, exclamations, and/or questions to add voice in your writing/presentation?</li> <li>• Did you discuss with a partner whether or not you used appropriate language to express your feelings?</li> <li>• Is there a nicer way to say that?</li> <li>• Is there another way to say that?</li> <li>• Can you think of a synonym for that word?</li> <li>• How do you think your audience will feel when they read/hear that? Is that the way you want them to respond?</li> </ul>										
<ul style="list-style-type: none"> <li>• Students will identify synonyms for words.</li> <li>• Students will understand positive and negative connotation – specifically that there are multiple ways to express the same idea and that the way in which the idea is expressed changes the affects the way the message is received (ex: “shut up” vs. “be quiet”).</li> <li>• Students will understand the importance of word choice when speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>• The student will understand how to use grammar correctly.</li> <li>• Students consult thesauruses in order to enhance their word choice writing and speaking.</li> <li>• Students will consider word choice when writing and speaking.</li> </ul>											
<b>Vocabulary:</b> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Language</td> <td style="text-align: center;">Conventions</td> <td style="text-align: center;">Convey</td> <td style="text-align: center;">Precise</td> <td style="text-align: center;">Precision</td> </tr> <tr> <td style="text-align: center;">Differentiate</td> <td style="text-align: center;">Thesaurus</td> <td style="text-align: center;">Consult</td> <td style="text-align: center;">Word Choice</td> <td style="text-align: center;">Synonym</td> </tr> </table>			Language	Conventions	Convey	Precise	Precision	Differentiate	Thesaurus	Consult	Word Choice	Synonym
Language	Conventions	Convey	Precise	Precision								
Differentiate	Thesaurus	Consult	Word Choice	Synonym								

# Common Core Adoption Process

## L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### B.

Choose punctuation for effect.\*

What do students need to be able to <u>DO</u> ?		Question Stems															
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students know that question marks, commas, exclamation points can change the meaning of a sentence (Ex: I love her! vs. I love her?)</li> <li>Students know that ellipsis may be used to omit words or ideas (Ex: If I ever catch that man...).</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will know that question marks, commas, exclamation points can be used to express ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Have the rules of punctuation and grammar been followed?</li> <li>Has your writing been proofread?</li> <li>How might the meaning of this sentence change if we alter the end punctuation?</li> <li>Have you used exclamations, quotes, or question marks to add voice to your presentation/writing?</li> </ul>															
<p><b>Vocabulary:</b></p> <table> <tr> <td>Differentiate</td> <td>Effect</td> <td>Quotes</td> <td>Questions</td> </tr> <tr> <td>Exclamation Points</td> <td>Punctuation</td> <td>Periods</td> <td>Question Marks</td> </tr> <tr> <td>Ellipsis</td> <td>Voice</td> <td>End Punctuation</td> <td>Alter</td> </tr> <tr> <td>Omit</td> <td></td> <td></td> <td></td> </tr> </table>			Differentiate	Effect	Quotes	Questions	Exclamation Points	Punctuation	Periods	Question Marks	Ellipsis	Voice	End Punctuation	Alter	Omit		
Differentiate	Effect	Quotes	Questions														
Exclamation Points	Punctuation	Periods	Question Marks														
Ellipsis	Voice	End Punctuation	Alter														
Omit																	

# Common Core Adoption Process

## L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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).

What do students need to be able to <u>DO</u> ?		Question Stems												
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students distinguish between formal and informal writing/presentations.</li> <li>Students understand that written/verbal communication refers to speech or writing that goes beyond a sentence.</li> <li>Students understand that there is often a difference between the language used when talking with friends and the more formal language we use when writing.</li> <li>Students understand the concept of word choice.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students apply their understanding of formal and informal English when writing and speaking.</li> <li>Students evaluate their audience in order to determine word choice when writing and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>What is the purpose of your writing/presentation?</li> <li>Who is your audience?</li> <li>Is your style of writing/speech appropriate for your audience?</li> <li>Have you practiced your speech with a partner/group and received feedback?</li> <li>How does your word choice change depending on your audience?</li> <li>What will your audience think after hearing you say that?</li> </ul>												
<p><b>Vocabulary:</b></p> <table border="0"> <tr> <td>Language</td> <td>Conventions</td> <td>Differentiate</td> <td>Context</td> </tr> <tr> <td>Formal English</td> <td>Informal English</td> <td>Discourse</td> <td>Shades of Meaning</td> </tr> <tr> <td>Word Choice</td> <td>Verbal Communication</td> <td></td> <td></td> </tr> </table>			Language	Conventions	Differentiate	Context	Formal English	Informal English	Discourse	Shades of Meaning	Word Choice	Verbal Communication		
Language	Conventions	Differentiate	Context											
Formal English	Informal English	Discourse	Shades of Meaning											
Word Choice	Verbal Communication													

# Common Core Adoption Process

## L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

### A.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

What do students need to be able to <u>DO</u> ?		Question Stems				
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students know that authors often include the meaning of words within the sentence where the word first appears.</li> <li>Students understand that reading around the word is a great strategy for determining the meaning of an unknown word.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students apply their understanding of context clues when reading independently.</li> <li>Students self-monitor for comprehension when reading independently.</li> </ul>	<ul style="list-style-type: none"> <li>What do you think that word means?</li> <li>What strategies do you have for determining what that word means?</li> <li>Can you skip that word and still understand the text?</li> <li>Are there any clues in the text that might tell you what that word means?</li> <li>Is the word defined in that sentence?</li> <li>What is your best guess as to what that word means? Why do you think that?</li> </ul>				
<p><b>Vocabulary:</b></p> <table> <tr> <td>Determine Sentence-Level Context Self-Monitor</td> <td>Clarify Strategies</td> <td>Multiple-Meaning Reading Around the Word</td> <td>Flexible Text</td> </tr> </table>			Determine Sentence-Level Context Self-Monitor	Clarify Strategies	Multiple-Meaning Reading Around the Word	Flexible Text
Determine Sentence-Level Context Self-Monitor	Clarify Strategies	Multiple-Meaning Reading Around the Word	Flexible Text			

# Common Core Adoption Process

## L.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.

### B.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

What do students need to be able to <u>DO</u> ?		Question Stems
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students understand the concept of word parts (prefix, root word, suffix).</li> <li>Students know the meaning of commonly used prefixes &amp; suffixes, including the following: <i>re-</i>, <i>un-</i>, <i>dis-</i>, <i>-ly</i>, <i>-ish</i>, <i>-hood</i>, <i>-ful</i>, <i>-ness</i>, <i>-ment</i>, <i>-ation</i>, <i>-able/ible</i> etc.</li> <li>Students understand that reading around the word is a great strategy for determining the meaning of an unknown word.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students apply their understanding of affixes when reading independently.</li> <li>Students self-monitor for comprehension when reading independently.</li> </ul>	<ul style="list-style-type: none"> <li>What do you think that word means?</li> <li>What strategies do you have for determining what that word means?</li> <li>Can you skip that word and still understand the text?</li> <li>Are there any clues in the text that might tell you what that word means?</li> <li>What does that suffix mean?</li> <li>What does that prefix do to the root word?</li> <li>What is your best guess as to what that word means? Why do you think that?</li> <li>Can you use the prefix or suffix as a clue to what that word might mean?</li> </ul>
<p><b>Vocabulary:</b></p> <p>Determine Word Parts                      Clarify Strategies                      Suffix Prefix                      Affix                      Root Words</p>		

# Common Core Adoption Process

## L.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.

### C.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

What do students need to be able to <u>DO</u> ?		Question Stems												
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students will remember to use a dictionary or glossary (either online or print versions) when they have a question about the meaning of a word.</li> <li>Students will know how glossaries and dictionaries are organized.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will apply their understanding of beginning dictionaries in order to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>Can you find the meaning of that word online?</li> <li>Where might you look for the meaning of that word?</li> <li>What strategies do you have to determine the meaning of that word?</li> </ul>												
<p><b>Vocabulary:</b></p> <table> <tr> <td>Determine</td> <td>Clarify</td> <td>Multiple-Meaning</td> <td>Flexible</td> </tr> <tr> <td>Sentence-Level Context</td> <td>Strategies</td> <td>Online Dictionary</td> <td>Text</td> </tr> <tr> <td>Self-Monitor</td> <td>Glossaries</td> <td>Digital</td> <td></td> </tr> </table>			Determine	Clarify	Multiple-Meaning	Flexible	Sentence-Level Context	Strategies	Online Dictionary	Text	Self-Monitor	Glossaries	Digital	
Determine	Clarify	Multiple-Meaning	Flexible											
Sentence-Level Context	Strategies	Online Dictionary	Text											
Self-Monitor	Glossaries	Digital												

# Common Core Adoption Process

## L.4.5

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

### A.

Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students will define simile and metaphor.</li> <li>Students identify simile and metaphors.</li> <li>Students will understand that figurative language cannot be taken literally.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students apply their understanding of similes and metaphors in order to comprehend text.</li> <li>Students analyze the words in order to determine the author's message</li> <li>Students self-monitor for comprehension when reading independently.</li> </ul>	<ul style="list-style-type: none"> <li>What do you think the author meant when he/she said ____?</li> <li>What does this simile really mean?</li> <li>What does this metaphor really mean?</li> </ul>																
<p><b>Vocabulary:</b></p> <table border="0"> <tr> <td>Demonstrate</td> <td>Figurative Language</td> <td>Word Relationships</td> <td>Nuance</td> </tr> <tr> <td>Strategies</td> <td>Reading Around the Word</td> <td>Text</td> <td>Context</td> </tr> <tr> <td>Self-Monitor</td> <td>Literal Meaning</td> <td>Nonliteral Meaning</td> <td>Simile</td> </tr> <tr> <td>Metaphor</td> <td>Author's Message</td> <td></td> <td></td> </tr> </table>			Demonstrate	Figurative Language	Word Relationships	Nuance	Strategies	Reading Around the Word	Text	Context	Self-Monitor	Literal Meaning	Nonliteral Meaning	Simile	Metaphor	Author's Message		
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# Common Core Adoption Process

**L.4.5**  
 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
**B.**  
 Recognize and explain the meaning of common idioms, adages, and proverbs.

What do students need to be able to <u>DO</u> ?		Question Stems												
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students know that idioms are phrases that don't exactly mean what the words say (Ex: I could eat a horse!)</li> <li>Students are able to infer the meaning of idioms when used in context.</li> <li>Students will know that adages are short statements that express a general truth (Ex: Out of sight, out of mind).</li> <li>Students know that proverbs are statements of advice or general truth (Ex: An apple a day keeps the doctor away.).</li> <li>Students explain the meaning of common adages and proverbs.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students will apply their knowledge of figurative language in order to improve the quality of their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>What do you think the author meant when he/she said ____?</li> <li>What does this idiom really mean?</li> <li>Why do authors use idioms in their writing?</li> </ul>												
<p><b>Vocabulary:</b></p> <table border="0"> <tr> <td>Demonstrate</td> <td>Figurative Language</td> <td>Word Relationships</td> <td>Nuances</td> </tr> <tr> <td>Idioms</td> <td>Adages</td> <td>Proverbs</td> <td>Literal Meaning</td> </tr> <tr> <td>Nonliteral Meaning</td> <td>Context</td> <td></td> <td></td> </tr> </table>			Demonstrate	Figurative Language	Word Relationships	Nuances	Idioms	Adages	Proverbs	Literal Meaning	Nonliteral Meaning	Context		
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Nonliteral Meaning	Context													



# Common Core Adoption Process

## L.4.5

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

### C.

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

What do students need to be able to <u>DO</u> ?		Question Stems
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students can define synonym as words that have similar meanings.</li> <li>Students can define antonym as words that are opposites.</li> <li>Students use the words antonym and opposite interchangeably.</li> <li>Students provide synonyms for given words.</li> <li>Students provide antonyms for given words.</li> <li>Students locate synonyms and antonyms for words using a thesaurus (online or print).</li> <li>Students infer the definition of unknown words when provided with a list of its synonyms or antonyms.</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students apply their knowledge of synonyms in order to improve word choice when writing and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Is there another, more interesting, way to say that?</li> <li>Can you replace any words with more exciting words?</li> <li>Given these four synonyms for this unknown word, can you determine the meaning unknown word?</li> <li>What is the opposite of this word?</li> <li>Do you know any antonyms for this word?</li> <li>What synonyms are there for this word?</li> <li>How might you improve your word choice by using synonyms?</li> </ul>
<p><b>Vocabulary:</b></p> <p>Synonym                  Antonym                  Identical                  Thesaurus                  Online Thesaurus</p> <p>Word Choice</p>		

## Common Core Adoption Process

### L.4.6

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).

What do students need to be able to <u>DO</u> ?		Question Stems																
<p><b>Lower Levels (1 &amp; 2)</b>                      Know, Remember, Understand, &amp; Comprehend</p> <ul style="list-style-type: none"> <li>Students learn and use words that are basic to understanding a concept.</li> <li>Students use transition words and phrases appropriately (ex: next, after that, then, finally).</li> <li>Students accurately describe spatial relationships between items using positional words (ex: under, over, near, far, left, right).</li> </ul>	<p><b>Higher Level (3 &amp; 4)</b>                      Apply, Analyze, Evaluate, Create, &amp; Synthesize</p> <ul style="list-style-type: none"> <li>Students apply and use content specific language appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>What other words or phrases could you use to replace the underlined portion of the text, without changing the overall meaning?</li> <li>Can you restate that idea using a vocabulary word?</li> <li>Can you restate that idea using more precise words?</li> <li>How might you rephrase that?</li> <li>Can you put that sentence from the text into your own words?</li> <li>Let's replace the underlined portion with a more precise description.</li> <li>What transitional words/phrases are you using to put the events in order?</li> </ul>																
<p><b>Vocabulary:</b></p> <table> <tr> <td>Academic Vocabulary</td> <td>Specific</td> <td>Precise</td> <td>Transition Words/Phrases</td> </tr> <tr> <td>Rephrase</td> <td>Relationship</td> <td>General</td> <td>Positional Words</td> </tr> <tr> <td>Sequence</td> <td>Restate</td> <td>Replace</td> <td>Domain-Specific Vocabulary</td> </tr> <tr> <td>Paraphrase</td> <td></td> <td></td> <td></td> </tr> </table>			Academic Vocabulary	Specific	Precise	Transition Words/Phrases	Rephrase	Relationship	General	Positional Words	Sequence	Restate	Replace	Domain-Specific Vocabulary	Paraphrase			
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