



Common Core
English Language Arts

Grade 4



<i>Instructional Goal</i>	<i>Target Type</i>	<i>Key Verbs</i>
Recall basic information and facts	Knowledge (K)	Name, identify, describe
Think and develop an understanding	Reasoning/Understanding (R)	Explain, compare and contrast, predict
Apply knowledge and reasoning	Skill (S)	Use, solve, calculate
Synthesize to create original work	Product (P)	Create, write, present

KEY IDEAS AND DETAILS																	
RL 4.1	<p>Standard: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>																
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know that what is read needs to make sense • Identify details and examples • Draw inferences • Explain what the text says • Understand the text • Cite specific examples and details to support inferences 	<p>Academic Vocabulary/Cognates:</p> <table border="0"> <tr> <td>• infer</td> <td>•inferir</td> </tr> <tr> <td>• example</td> <td>•ejemplo</td> </tr> <tr> <td>• details</td> <td>• detalles</td> </tr> <tr> <td>• text</td> <td>• texto</td> </tr> <tr> <td>• specific</td> <td>• específico</td> </tr> <tr> <td>• support</td> <td>• support</td> </tr> <tr> <td>• author’s purpose</td> <td>•el proposito del autor</td> </tr> <tr> <td>• explain</td> <td>• explicar</td> </tr> </table>	• infer	•inferir	• example	•ejemplo	• details	• detalles	• text	• texto	• specific	• específico	• support	• support	• author’s purpose	•el proposito del autor	• explain	• explicar
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<p>Enduring Understanding:</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p>	<p>Essential Question:</p> <p>What do good readers do? Am I clear about what I just read? How do I know?</p>																
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can define inference and explain how a reader uses details and examples from a text to reach a logical conclusion. (“based on what I’ve read, it’s most likely true that ...”). (R) ✓ I can read closely and find answers explicitly in text (right there answers). (S) ✓ I can read closely and find answers that require and inference. (S) ✓ I can analyze an author’s words and refer to details and examples needed to support both explicit and inferential questions. (S) 																	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What was the author’s purpose in writing this text? • What does the author mean when they say _____? • Which specific details in the text lead you to that conclusion? • What can you infer from what you have read so far? • Why do you think that? Can you give specific examples from the text that support your thinking? 	<p>Teaching Notes and Strategies:</p> <p>Appendix B Sample Performance Task: Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett’s <i>The Secret Garden</i> by explicitly referring to details and examples from the text.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>																
<p>Before and After:</p>																	
<p>RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>																

KEY IDEAS AND DETAILS	
RL 4.2	<p>Standard: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Understand universal themes in stories such as <ul style="list-style-type: none"> – person vs. nature – love and friendship – a great journey – coming of age – good vs. evil • Determine the theme or main message of the text • Support the identification of the theme by giving details from the text. • Summarize the text 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • theme • details • convey • summarize • message • universal themes • character’s actions • sentence • tema • detalles • resumir • mensaje • temas universales
Enduring Understanding:	Essential Question:
Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.	What do good readers do? Am I clear about what I just read? How do I know?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can define a theme (a lesson the author is revealing – <i>Honesty is the best policy</i>). (K) ✓ I can analyze details in a text to determine the theme (author’s overall message). (R) ✓ I can define a summary (a shortened version of the text that states the key points). (K) ✓ I can write a summary using details from the text. (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What is the main idea of this poem/drama/ story? • Which of the following best captures the theme of the text? • How do the character’s actions help determine the theme? • How do the character’s actions help support the theme? • How is the central message conveyed throughout the story? • Can you summarize what has happened so far? • Convey to your partner in one sentence what the story is about? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
<p>RL 3.2: Recount stories, including, fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.</p>	<p>RL 5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>

KEY IDEAS AND DETAILS	
RL 4.3	<p>Standard: 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).</p> <p>Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Identify and describe a character • Identify and describe the setting (time, place and social environment) in which the story or an event takes place • Describe or sequence an event in a story • Describe or sequence an event in a play/drama • Provide specific details when describing a character, setting or event in a story. • Recognize what a character says, thinks or does 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • describe • specific details • character • setting • location • environment • sequence • major/minor event • dialogue • describir • detalles específico • secuencia • dialogo
Enduring Understanding:	Essential Question:
Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.	What do good readers do? Am I clear about what I just read? How do I know?
Suggested Learning Targets:	
✓ I can identify characters, settings, and events in a story or drama. (K) ✓ I can locate sections of a text where characters, settings, or events are described. (S) ✓ I can use specific details from the text to describe characters, settings, or events. (S)	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Describe a character in the story using specific details. • Describe the setting of the story using specific details. • Describe what happened in the story when ... • What do you think _____ looks like (character or setting) • What words does the author use to describe _____(character or setting). • What words let you know what the character was thinking? • Why do you think that happened that way in the story? • Describe the impact of the setting on the outcome of the story. • Did the environment affect the outcome of the story? 	<p>Teaching Notes and Strategies:</p> <p>Appendix B Sample Performance Task: Students read Natalie Babbitt’s Tuck Everlasting and describe in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
<p>RL 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>RL 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>

CRAFT AND STRUCTURE	
<p>RL 4.4</p> <p>Standard: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 for additional expectations.)</p>	<p>Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Use context clues to help determine the meaning of unknown words or phrases in text. • Use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text • Use strategies, such as using a glossary, footnote, or digital media to determine the meaning of an unknown word or phrase • Identify major mythological characters and their traits 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • definition • example • restatement • sentences • context clues • unknown • phrase • glossary • digital • footnote • mythology • definicin • ejemplo • frase • glosario • digital • mitologa
<p>Enduring Understanding:</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>Essential Question:</p> <p>Author’s Choice: Why does it matter? What makes a story a “great” story?</p>
<p>Suggested Learning Targets:</p>	
<ul style="list-style-type: none"> ✓ I can use various strategies (e.g. context clues, root words, affixes) to determine the meaning of words and phrases. (S) ✓ I can recognize words in a text that allude (refer) to characters found in mythology (e.g. He’s got the <i>Midas touch</i>.) and use my knowledge of mythology to determine meaning. (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What does the word _____ mean in this sentence? • Can you read the words or sentences around the word to help you determine its meaning? • What does the phrase _____ mean? • What strategies can you use to help you find the meaning of the word? • In this sentence, the word _____ means _____. • Why do you think the author used this word (<i>mythology term</i>) to describe _____? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 5: Use oral and written language skillfully.</p>
<p>Before and After:</p>	
<p>RL 3.1: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language</p>	<p>RL 5.1: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)</p>

CRAFT AND STRUCTURE	
RL 4.5	<p>Standard: 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.</p> <p>Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Define a poem • Identify the elements of a poem • Define prose • Identify the elements of prose • Define drama • Identify the elements of drama (plays) • Explain the difference between these texts • Compare and contrast differences between poems, prose, and drama 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • rhythm • meter • alliteration • symbolism • theme • cast • verse • stage directions • setting • story • ritmo • aliteracin • simbolismo • tema • verso
Enduring Understanding:	Essential Question:
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author’s Choice: Why does it matter? What makes a story a “great” story?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can recognize that poems, drama, and prose (the ordinary language people use when speaking or writing) use different structural elements. (K) ✓ I can identify common structural elements of poems and dramas. (K) ✓ I can refer to the structural elements of a poem or drama when explaining their differences. (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • This selection can best be described as _____? • Can you show me a verse in this poem? • Who are the major characters in the play/drama? • Can you explain the difference between a poem and a selection of prose? • Find an example of how the author uses rhythm in the poem. • Where is this drama set? • Explain the differences between a poem and a drama • Can you show me an example of a verse, rhythm, and/or meter in this poem? 	<p>Teaching Notes and Strategies:</p> <p>Appendix B Sample Performance Task: Students refer to the structural elements (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer’s “Casey at the Bat” when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
RL 3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL 5.5: Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem

CRAFT AND STRUCTURE	
RL 4.6	<p>Standard: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>Anchor: Assess how point of view or purpose shapes the content and style of a text.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Identify the person who is telling the story • Know that the way a person tells a story is impacted by their role in the story • Know that when telling a story from the first person, the writer will use the terms I or we • Third person point of view is often indicated by the use of the terms he, she, it or they • Compare the point of view from different stories • Contrast the point of view from different stories 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • compare and contrast • point of view • perspective • narrate • narrator • first person • third person • selections • text • stories • comparar y contrastar • punto de vista • perspectiva • narrar • narrador • primera persona • tercera persona • selecciones • texto
Enduring Understanding:	Essential Question:
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author’s Choice: Why does it matter? What makes a story a “great” story?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify basic points of view as first person (narrator tells about her/himself; “I”) and third person (narrator tells about others; “he/she/it”). (K) ✓ I can determine a narrator’s or speaker’s point of view in a story. (R) ✓ I can compare (determine similarities) the point of view of different stories. (R) ✓ I can contrast (determine differences) the point of view of different stories. (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Is the selection/story written in the first or third person? How do you know? • Who is telling the story in this selection? • How is the perspective of the narrator different in the stories we read. • Are there similarities in the perspective from which these stories are being told? • How does the narrator’s point of view influence the actions in the story? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
RL 3.6: Distinguish their own point of view from that of the narrator or those of the characters.	RL 5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.

INTEGRATION OF KNOWLEDGE AND IDEAS																					
RL 4.7	<p>Standard: 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.</p> <p>Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>																				
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Read and understand the main ideas of the text/drama • Compare the text of a story/drama and a visual presentation of the text (movie, video, drama) • Compare the text of a story with an oral presentation and find where it reflects specific descriptions in the text. • Compare the text of a story/drama with a visual presentation and find where it reflects specific details in the text. 	<p>Academic Vocabulary/Cognates:</p> <table border="0"> <tr> <td>• compare</td> <td>• comparer</td> </tr> <tr> <td>• contrast</td> <td>• contrastar</td> </tr> <tr> <td>• presentation</td> <td>• presentacin</td> </tr> <tr> <td>• visual</td> <td>• visual</td> </tr> <tr> <td>• oral</td> <td>• oral</td> </tr> <tr> <td>• drama</td> <td>• drama</td> </tr> <tr> <td>• version</td> <td>• versin</td> </tr> <tr> <td>• specific</td> <td>• especifico</td> </tr> <tr> <td>• descriptions</td> <td>• descripciones</td> </tr> <tr> <td>• directions</td> <td>• direcciones</td> </tr> </table>	• compare	• comparer	• contrast	• contrastar	• presentation	• presentacin	• visual	• visual	• oral	• oral	• drama	• drama	• version	• versin	• specific	• especifico	• descriptions	• descripciones	• directions	• direcciones
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Enduring Understanding:	Essential Question:																				
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	<p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p>																				
Suggested Learning Targets:																					
<ul style="list-style-type: none"> ✓ I can recognize when a visual or oral presentation is based on a text. (K) ✓ I can identify where a text gives specific descriptions and directions that a visual or oral presentation uses. (K) ✓ I can determine similarities and differences between a written text and its visual or oral presentation. (R) 																					
<p>Questions Stems:</p> <ul style="list-style-type: none"> • How are the story and the visual presentation (picture, drawing, video) the same? • How are the story and the oral presentation (speech, recording) the same? • How does the drawing/visual show what the author is saying. • Does the presentation accurately reflect the story? • What part of the story or drama is represented by the presentation? 	<p>Teaching Notes and Strategies: Sample Performance Task: Students make connections between the visual presentation of John Tenniel’s illustrations in Lewis Carroll’s Alice’s Adventures in Wonderland and the text of the story to identify how the pictures of Alice reflect specific descriptions of her in the text.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>																				
Before and After:																					
<p>RL 3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>RL 5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>																				

INTEGRATION OF KNOWLEDGE AND IDEAS					
RL 4.8	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Standard:</td> <td style="width: 50%;">Anchor:</td> </tr> </table>	Standard:	Anchor:		
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INTEGRATION OF KNOWLEDGE AND IDEAS	
RL 4.9	<p>Standard: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Identify themes • Identify topics • Sequence events and find patterns • Understand the structure of stories, myths, and stories from other cultures. 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • compare • contrast • treatment • culture • patterns • events • traditional • myth • story • text • comparer • contrastar • cultura • eventos • tradicional • mito • texto
Enduring Understanding:	Essential Question:
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	<p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p>
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can define a theme (a lesson the author is revealing – <i>Honesty is the best policy</i>). (K) ✓ I can identify similar themes, topics, and patterns of events found in stories, myths, and traditional literature from different cultures. (K) ✓ I can compare (determine similarities) how stories, myths, and traditional literature from different cultures treat the same theme, topic, or pattern of events. (R) ✓ I can contrast (determine differences) how stories, myths, and traditional literature from different cultures treat the same theme, topic, or pattern of events. (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What is this story about? • What is the theme of this text? • How is this theme similar to other stories we have read? • Can you see any patterns in the events in this story and other stories we have read? • How do the events of this text differ from other stories we have read? • How is a myth different from a story? • How is this version of the story different from the version from (country or culture) 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
RL 3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL 5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL 4.10	<p>Standard: 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.</p> <p>Anchor: Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Select books at the appropriate grade level • Appreciate various genres of literature • Use media (audio, computer) to help understand books that are slightly above the current reading level • Be self-motivated to read beyond the classroom • Monitoring 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • independent reading • genres • literature • level • range • stories • drama • poetry • géneros • literatura • nivel • drama • poesia
Enduring Understanding:	Essential Question:
Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	What do good readers do? Am I clear about what I just read? How do I know?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can closely read complex grade level texts. (S) ✓ I can reread a text to find more information or clarify ideas. (S) ✓ I can use reading strategies (e.g. ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What have you read independently lately? • What was the reading range of this book? • What genres have you read? • What genre did you enjoy the most? • Have you read multiple books by the same author? • Who is your favorite author? • Do you think you are ready to move to the next level? 	<p>Teaching Notes and Strategies:</p>
Before and After:	
RL 3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	RL 5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

KEY IDEAS AND DETAILS			
RI 4.1	<p>Standard: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Identify details and examples • Draw inferences • Explain what the text says • Understand the text • Cite specific examples and details to support inferences 	<p>Academic Vocabulary/Cognates:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • inference • example • details • text • specific • support • author • message • purpose • explain </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • inferencia • ejemplo • detalles • texto • especifico • autor • mensaje • proposito • explicar </td> </tr> </table>	<ul style="list-style-type: none"> • inference • example • details • text • specific • support • author • message • purpose • explain 	<ul style="list-style-type: none"> • inferencia • ejemplo • detalles • texto • especifico • autor • mensaje • proposito • explicar
<ul style="list-style-type: none"> • inference • example • details • text • specific • support • author • message • purpose • explain 	<ul style="list-style-type: none"> • inferencia • ejemplo • detalles • texto • especifico • autor • mensaje • proposito • explicar 		
Enduring Understanding:	Essential Question:		
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?		
Suggested Learning Targets:			
<ul style="list-style-type: none"> ✓ I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion. (“based on what I’ve read, it’s most likely true that ...”). (R) ✓ I can read closely and find answers explicitly in text (right there answers). (S) ✓ I can read closely and find answers that require and inference. (S) ✓ I can analyze an author’s words and refer to details and examples to support both explicit and inferential questions. (S) 			
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What is the message so far? • What does the author mean when he/she says _____? • Which details in the text led you to that conclusion? • Why do you think that? Can you give specific examples from the text that support your thinking? • What was the purpose of this piece? • Give examples of other pieces that were written with the same purpose. 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 1: Read Closely & Critically</p>		
Before and After:			
RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		

KEY IDEAS AND DETAILS	
RI 4.2	<p>Standard: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Identify the main idea of the text Determine which details are key to the text Explain how the main idea is supported by details Know how to summarize text Use key details and the main idea to summarize 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> main idea text key details determine support explain summarize summary texto determiner explicar resumir resumen
Enduring Understanding:	Essential Question:
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can define a main idea (who or what a text is mainly about). (K) ✓ I can determine the main idea of a text. (R) ✓ I can identify key details in a text and explain how they support the main idea. (R) ✓ I can define summary (a shortened version of a text that supports the key points). (K) ✓ I can write a summary stating the key points of a text. (P) 	
Questions Stems:	Teaching Notes and Strategies:
<ul style="list-style-type: none"> What is the message so far? What is this passage about? Why do you think that? Can you give some details from the text that supports your thinking? Can you give me a sentence that tells what this text was about? Write a short summary about what you learned. How would you summarize what you have read so far? 	<p>Appendix B Sample Performance Task: Students determine the main idea of Colin A. Ronan’s “Telescopes” and create a summary by explaining how key details support his distinctions regarding different types of telescopes.</p>
Before and After:	
RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI 5.2: Determine two or more main ideas and how they are supported by key details; summarize the text.

KEY IDEAS AND DETAILS	
RI 4.3	<p>Standard: 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.</p> <p>Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Understand the difference between events, procedures, ideas, or concepts. • Read and understand history/social science text • Read and understand science text • Read and understand technical text • Explain what happened and why it happened based on information in the text. 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • explain • procedure • events • ideas • concepts • historical • scientific • technical text • specific information • results • explicar • procedimiento • ideas • conceptos • historico • científico • texto tecnico • información específica • resultados
<p>Enduring Understanding:</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Essential Question:</p> <p>What do good readers do? Am I clear about what I just read? How do I know?</p>
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify events, procedures, ideas, and/or concepts in different types of text. (K) ✓ I can use specific information in a text (e.g. historical, scientific, technical) to explain events, procedures, ideas, and/or concepts, including what happened and why. (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Can you explain what is happening in this text? • Why do you think this is happening? • What is the first step in this procedure? Can you explain what step comes next? • What is the main idea of this text? • What was the result of _____'s idea? • 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
<p>RI 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>RI 5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>

CRAFT AND STRUCTURE	
RI 4.4	<p>Standard: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.)</p> <p>Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know how to use a dictionary to determine the meaning of unknown words. • Understand that words may have multiple meanings • Use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies. • Use antonyms and synonyms as clues to find the meaning of grade level words. • Understand that words may be used as figurative language • Recognize when words are used as a common idiomatic expression 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • domain • prefixes – suffixes • Greek • Latin • multiple meanings • figurative language • dictionary • glossary • dominio • prefijos—sufijos • griego • latin(n)/latino (adj) lenguaje figurative • diccionario • glosario
Enduring Understanding:	Essential Question:
Analyzing texts for structure, purpose, and viewpoint allowed an effective reader to gain insight and strengthen understanding.	Author’s choice: Why does it matter? What makes a story a “great” story?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify general academic words or phrases (different ways to say the same thing, e.g., <i>stroll</i> instead of <i>walk</i>) in a text. (K) ✓ I can identify domain specific words or phrases (content words, e.g., <i>sedimentary, igneous, metamorphic</i>) in a text. (K) ✓ I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text. (S) ✓ I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What tools can you use to help you find the meaning of this word? • What does the word _____ mean in this sentence? • Can you read the sentences around the word to help you determine its meaning? • What does the phrase _____ mean? • Are there any parts of the word that you know? Can you use that to help you figure out the meaning of the word? • What strategies can you use to help you find the meaning of the word? • Can you use the computer to help you find the meaning of that word? • Where can you look in the book to help you figure out what that word means? 	<p>Teaching Notes and Strategies:</p> <p>Appendix B Sample Performance Task: Students determine the meaning of domain-specific words or phrases, such as crust, mantle, magma, and lava, and important general academic words and phrases that appear in Seymour Simon’s <i>Volcanoes</i>.</p> <p>SBAC Claim # 5: Use oral and written language skillfully.</p>
Before and After:	
RI 3.1: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area.	RI 5.1: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.)

CRAFT AND STRUCTURE	
<p>RI 4.5</p>	<p>Standard: 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.</p>
<p>Anchor: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>a. Analyze the use of text feature (e.g., graphics, headers, captions) in consumer materials.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know that organizational structures are used to convey information • Know that some information is written in time order • Know that some information is written comparing objects, people, or events • Know that some information is written telling causes and effects of those causes, events, ideas, or concepts • Know that some information is written telling about problems caused by ideas, concepts or events and the solutions to those problems 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • organization • structure • text • chronology • comparison • cause/effect • problem/solution • order • events • ideas • sequence • describe • tell • organización • estructura • texto • cronológico • comparación • causa/efecto • problema/solución • orden • eventos • ideas • secuencia • describir
Enduring Understanding:	
<p>Analyzing texts for structure, purpose, and viewpoint allowed an effective reader to gain insight and strengthen understanding.</p>	<p>Essential Question:</p> <p>Author’s choice: Why does it matter? What makes a story a “great” story?</p>
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify and explain different structures used in informational text (e.g., chronology, compare, cause/effect, problem/solution). (K) ✓ I can determine the overall structure found in an informational text. (R) ✓ I can describe how events, ideas, concepts, or information are structured in a text. (K) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • How is this organized? • Is the author comparing ideas? • What happened first? • What is the problem in this section of the book? • What are some of the causes of this ... • What happened when • What was the result of ... 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
<p>RI 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>RI 5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>

CRAFT AND STRUCTURE	
RI 4.6	<p>Standard: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Anchor: Assess how point of view or purpose shapes the content and style of a text.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Understand that the word account is a synonym for a description of an event or experience • Understand that a firsthand account is told by someone who was there at the time of the event • Understand that a secondhand account is told by someone who learned of the event from someone who was there at the time. • Compare/contrast the first and secondhand accounts • Describe the differences in the information provided • Recognize that the focus of a person that was there at the time would be different from the focus of someone who wasn't there at the time. 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • accounts • experience • firsthand • secondhand • compare and contrast • focus • topic • describe • difference • information • experencia • comparar y contrastar • enfoque • describer • diferencia • informacin
<p>Enduring Understanding: Analyzing texts for structure, purpose, and viewpoint allowed an effective reader to gain insight and strengthen understanding.</p>	<p>Essential Question: Author's choice: Why does it matter? What makes a story a "great" story?</p>
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify the difference between a firsthand and secondhand account of the same event or topic. (K) ✓ I can compare (determine similarities) firsthand and secondhand accounts of the same event or topic (R) ✓ I can contrast (determine differences) firsthand and secondhand accounts of the same event or topic (R) ✓ I can explain how firsthand or secondhand focus affects the information provided (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Who is providing the information? • Where they there at the time that this happened? • Compare the account these two people are giving. What are the differences in how they tell the events? • Why do you think the information is different? • Do you think that the people are looking at the event in the same way? Why might their focus be different? • Why do you think the authors describe the events or experiences differently? 	<p>Teaching Notes and Strategies:</p> <p>Appendix B Sample Performance Task: Students <i>compare and contrast a firsthand account</i> of African American ballplayers in the Negro Leagues to a <i>secondhand account</i> of their treatment found in books such as Kadir Nelson's <i>We Are the Ship: The Story of Negro League Baseball</i>, attending to the <i>focus</i> of each account <i>and the information provided</i> by each.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
<p>RI 3.6: Distinguish their own point of view from that of the author of a text</p>	<p>RI 5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>

INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>RI 4.7</p>	<p>Standard: 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.</p> <p>Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know that information can be presented in various forms • Understand how to read charts, graphs, diagrams and timelines in print media • Have experience/access to Web sources • Know that charts, graphs, time lines, animations or interactive elements can help a person understand text • Explain what the information means 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • interpret • information • graphs • charts • legends • diagrams • time lines • animation • increase • decrease • explain • analyze • contributes • interpreter • informacin • grafico • diagramas • linea de tiempo • animacin • explicar • analizar • contribuye
Enduring Understanding:	Essential Question:
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can recognize that authors use various formats when presenting information. (K) ✓ I can identify information presented in formats (e.g., graphs, pictures, diagrams, charts, media clips) other than words. (K) ✓ I can explain how various formats (e.g., graphs, pictures, diagrams, charts, media clips) help a reader understand the text (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What does this chart mean? Can you tell if this is increasing or decreasing? When did this event happen on the time line? How does the diagram help us understand what the topic is? What does the animation mean? Can you explain what the animation is showing? What helped you understand this chart? Is there a legend that can help you figure out what this means? 	<p>Teaching Notes and Strategies:</p> <p>Sample Performance Task: Students <i>interpret</i> the visual <i>chart</i> that accompanies Steve Otfinoski’s <i>The Kid’s Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It</i> and <i>explain</i> how the information found within it <i>contributes to an understanding of</i> how to create a budget.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
RI 3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI 5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

INTEGRATION OF KNOWLEDGE AND IDEAS	
RI 4.8	<p>Standard: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Identify the points an author is making Know the difference between evidence and reasons Describe how an author explains a point in the text Explain what evidence is used and how it supports what the author is saying. 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> reasons evidence support author proof explanation points razones autor explicacin puntos
Enduring Understanding:	Essential Question:
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	<p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p>
Suggested Learning Targets:	
<p>✓ I can locate the reasons and evidence used to support particular points in a text. (K)</p> <p>✓ I can explain how the reasons and evidence support the particular points in a text. (R)</p> <p>✓</p>	
<p>Questions Stems:</p> <p>Identify at least two points the author is trying to make in this text.</p> <ul style="list-style-type: none"> Did the author use any evidence to support his thinking? Where on the page does the author use facts to support what he has written? Why did the author write that? Did the author give any reason for writing that? Can you tell me why the author might have written about that? Is there any proof in this text to support what the author says? 	<p>Teaching Notes and Strategies:</p> <p>Sample Performance Task: Students <i>explain how Melvin Berger uses reasons and evidence</i> in his book <i>Discovering Mars: The Amazing Story of the Red Planet</i> to <i>support particular points</i> regarding the topology of the planet.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
<p>RI 3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>RI 5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>

INTEGRATION OF KNOWLEDGE AND IDEAS	
RI 4.9	<p>Standard: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Read informational text • Find the common details about a topic when reading two different texts • Determine which details in the both texts are important • Compare the details in the text to find which are contrasting • Combine the information to meet the purpose for writing or speaking 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • integrate • information • combine • topic • details • knowledgeable • subject • integrar • informacin • combiner • detalles • sujeto
Enduring Understanding:	Essential Question:
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can locate information from two texts on the same topic. (S) ✓ I can determine which pieces of information best support my topic. (R) ✓ I can integrate (bring together) information from two texts to display my knowledge of the topic when writing or speaking. (S) 	
<p>Questions Stems:</p> <p>What did you learn from this piece of text about <u> topic </u>?</p> <ul style="list-style-type: none"> • Were there details in this piece that you found in the other text? • How are you deciding what details are important enough that you need to include them when you are writing? • Did the author of this text write something that you need to include that the other author didn't? • How are you keeping track of the information so that you can put it together when you are writing or talking? • Does that sound like you know what you are talking about? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
RI 3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.	RI 5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
RI 4.10	<p>Standard: By the end of the 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.</p> <p>Anchor: Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know the difference between narrative and informational texts • Understand how to use text features to comprehend informational text • Be aware that the purpose for reading informational text is to learn about or understand a subject better • Have access to many different types of informational text such as magazines, online websites, textbooks, that vary in the range of text complexity 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • comprehend • understand • technical text • science • history • social studies • text • complexity • level • range • comprender • texto técnico • ciencia • historia • ciencias sociales • texto • complejidad • nivel 	
Enduring Understanding:		
Students who are college and career ready and interpret a variety of complex texts with confidence and independence.	Essential Question:	
	What do good readers do? Am I clear about what I just read? How do I know?	
Suggested Learning Targets:		
<ul style="list-style-type: none"> ✓ I can closely read complex grade level texts. (S) ✓ I can read a text to find more information to clarify ideas. (S) ✓ I can use reading strategies (e.g., ask questions, make connections, take note, make inferences, visualize, re-read) to help me understand difficult complex text. (S) 		
<p>Questions Stems:</p> <ul style="list-style-type: none"> Have you tried reading this book about...? The school library has a book about... After you read the chapter in the science book, you might want to read this trade book. Another book about this topic is ... 	Teaching Notes and Strategies:	
Before and After:		
<p>RI 3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>RI 5.10: By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	

PHONICS AND WORD RECOGNITION	
RF 4.3	<p>Standard: 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.</p> <p>Anchor:</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know which letters and sounds are related • Be familiar with syllabication patterns • Use roots, affixes and base words to read unfamiliar multisyllabic words in context • Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • letter-sounds • syllabication pattern • context • skills • roots • base words • affixes • accurately • letras-sonidos • context • afijos
Enduring Understanding:	Essential Question:
Word analysis and decoding skills are foundational for success as a reader.	How do sounds and letters create words? When a word does not make sense, what can I do?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can recognize that letters and combinations of letters (graphemes) make different sounds (phonemes). (K) ✓ I can use my knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decide words. (S) ✓ I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables. (R) ✓ I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Can you make all the sounds in that word in order? • Are there any familiar parts in that word that you can use to help you? • Do you know any other words like that? • When you are not sure what a word is, don't forget to look to see if there are any root or base words you might know. • Have you looked to see what the base word might be? 	<p>Teaching Notes and Strategies:</p>
Before and After:	
<p>RF 3.3: Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words. 	<p>RF 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> 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.

PHONICS AND WORD RECOGNITION	
RF 4.4	<p>Standard: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>
Anchor:	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Set a purpose for reading • Know when understanding has been lost • Use expression when reading • Self-monitor for understanding • Use strategies for self-correction • Read a variety of fiction text • Re-read for fluency and comprehension • Skim text • Scan text 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • self-correction • self-monitoring • fluency • comprehension • re-reading • checking for understanding • genres • purpose • skim • scan • expression • auto-correjr • auto-monitorear • fluidez • comprensin • generous • expresin
Enduring Understanding:	Essential Question:
Fluent readers accurately process print with expression at an appropriate rate.	What do good readers do? Why does fluency matter?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can read grade-level text fluently and show comprehension through voice, timing, and expressions. (S) ✓ I can recognize when a word I have read does not make sense within the text. (K) ✓ I can self-correct misread or misunderstood words using context clues. (S) ✓ I can reread with corrections when necessary. (S) ✓ I can read fluently (easy, smooth, and automatic). (S) ✓ 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What is your reason for reading this selection? • Are the words making sense? • What can you do when the story/text doesn't make sense? • What strategies can you use to help you understand what you are reading? • Don't forget to skim the text, so you know what you will be reading about. • Did you scan the page before starting to read? • After looking at the question, can you scan the page for an answer? • Can you make that sound like you were talking? 	Teaching Notes and Strategies:
Before and After:	
<p>RF 3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>	<p>RF 5.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>

TEXT TYPES AND PURPOSES	
<p>W 4.1</p>	<p>Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>) Provide a concluding statement or section related to the opinion presented.
<p>Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Know the difference between fact and opinion pieces Support a point of view Know various organizational text structures Know how to groups related ideas Support reasons with facts and details Use transitional words Write a conclusion Relate the conclusion to the opinion 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> fact opinion text structure conclusion support reasons linking words/phrases transitional words opinin texto estructura conclusion razones
<p>Enduring Understanding:</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader</p>	<p>Essential Question:</p> <p>What do good writers do? What is my purpose and how do I develop it?</p>
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can determine my opinion or point of view on a topic or text. (R) ✓ I can create an organizational structure in which related ideas are grouped to introduce my topic and opinion. (S) ✓ I can support my opinion with facts and details. (S) ✓ I can link my opinion and reasons with words and phrases. (S) ✓ I can write an opinion piece with an introduction, supporting reasons, facts and details, and concluding statement/sections. (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What is your piece about? How will you support your opinion? What are your reasons for writing about this? Which details and facts have you included that support your opinion? How is your writing organized? Chronological order, cause and effect...? Does your conclusion restate your opinion? Which words or phrases help move the reader logically between your opinions to your reasons for that opinion? 	<p>Teaching Notes and Strategies:</p> <p>See Appendix C: Zoo Trip (4th) page 25 - 26</p> <p>SBAC Claim # 2: Write Effectively</p>
<p>Before and After:</p>	
<p>W 3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide concluding statement or section. 	<p>W 5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinions and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). Provide a concluding statement or section related to the opinion presented.

TEXT TYPES AND PURPOSES	
<p>W 4.2</p>	<p>Standard: Write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also because). Use precise language and domain specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
<p>Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Know the difference between writing text to inform or explain Know how to write a topic sentence. Chose facts, definitions, quotes, examples to add to the writing Know how to organize related information into paragraphs or sections. Know how titles, headings, and subheadings function and how they are formatted Use linking/transitional words to group ideas within categories Know semantic differences in words that lead to precise and specific language Know how to conclude by using a statement or section of related information or explanation 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> inform explain topic conclude specific precise vocabulary section domain group/categorize media illustrator informar explicar concluir especifico preciso vocabulario seccin dominio categorizar los medios de comunicacion ilustrador
<p>Enduring Understanding:</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>Essential Question:</p> <p>What do good writers do? What is my purpose and how do I develop it?</p>
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can select a topic and gather information (e.g., facts, definitions, concrete details, quotations, examples) to share with my audience. (S) ✓ I can define common formatting structures and determine the best structure that will allow me to organize my information. (R) ✓ I can introduce and organize my topic into paragraphs and sections that group related information. (S) ✓ I can use formatting structures, illustrations, and multimedia to clarify (make clear) my topic. (S) ✓ I can link my information (e.g., facts, definitions, details, quotations, examples) using words and phrases. (S) ✓ I can explain my topic using precise language and domain-specific vocabulary. (S) ✓ I can present my information and provide a concluding statement or sections that relates to the information presented. (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> Are you writing to inform or explain? What is your topic? What will be your topic sentence Can you organize your ideas using a cluster web? How will you finish your writing? Is there another word you can use? Let's brainstorm another way to say that. Where are your examples, definitions and details? What do others say about your topic? Can you include a quote from the information? Are there illustrations, or other media you can use as a source to make your text easier to understand? 	<p>Teaching Notes and Strategies:</p> <p>See Appendix C: Zoo Trip (4th) page 25 - 26</p> <p>SBAC Claim # 2: Write Effectively</p>
<p>Before and After:</p>	
<p>W 3.2: Write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. 	<p>W 5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

TEXT TYPES AND PURPOSES	
<p>W 4.3</p>	<p>Standard: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.
<p>Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Know that a narrative tells a story. Describe a setting and let people know who the story is being told about. Let the audience know who is telling the story Know how to move from one event to another Use the characters words to help explain what is happening in the story. Know how to add sensory details to describe the characters and settings Recognize transitional words Use transitional words to move from the beginning to the end of the story Know how to sustain a story over multiple paragraphs (events) 	
<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> problem character detail description setting audience problema detalle descripcin audiencia 	
<p>Enduring Understanding: Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	
<p>Essential Question: What do good writers do? What is my purpose and how do I develop it?</p>	
<p>Suggested Learning Targets:</p>	
<ul style="list-style-type: none"> ✓ I can define narrative and describe the basic parts of plot (exposition, rising actions, climax, falling action, and resolution. (K) ✓ I can orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion. (S) ✓ I can sequence the vents in my story so that one event logically leads to the next. (R) ✓ I can develop events and/or experiences and show how characters respond to situations using dialogue and description. (S) ✓ I can use concrete words and phrases as well as sensory details (descriptive words and phrases that appeal to the senses) to help my reader understand the experiences and events (create mind pictures). (S) ✓ I can signal changes in time and place by suing transition words, phrases, and clauses. (S) ✓ I can write a logical conclusion that provides a sense of closure (ties up all the loose ends and leaves the reader satisfied). (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> When, where and who will your story be about? Who is telling the story? What problem will the main character face? How will the problem change the character? Can you add more descriptions to your setting? What actions will the characters take in response to the events in the story? Remember to show not just tell Did you lead up to your conclusion? What events will lead up to your conclusion? 	
<p>Teaching Notes and Strategies:</p> <p>See Appendix C: Magic Shoes ** page 27 - 28</p> <p>SBAC Claim # 2: Write Effectively</p>	
<p>Before and After:</p>	
<p>W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

PRODUCTION AND DISTRIBUTION OF WRITING	
<p>W 4.4</p>	<p>Standard: Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in Standards 1–3 above.)</i></p> <p>Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know how to write in a logical, sequential manner • Know how to choose words so that meaning is clear • Recognize and use organizational structures such as chronological order, cause and effect, etc. • Understand why they are writing • Understand who the writing is for • Understand the writing task, to research, to persuade, to inform etc. 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • clear • coherent • go together • paragraph • develop • organize • purpose • audience • multiple-paragraph de • chronological • order • task • claro • coherente • prrafo • organizer • proposito • audiencia • multiples párrafos • cronolgico • orden
Enduring Understanding:	Essential Question:
Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revisions and technology	Writing clearly: What makes a difference? Final product: What does it take?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify the writing style (e.g., argument, informative/explanatory, narrative) that best fits my task, purpose, and audience. (K) ✓ I can use organizational/formatting structures (graphic organizers) to develop my writing ideas. (S) ✓ I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Who will be reading your writing? • Are you writing to tell a story or to help someone learn more about ...? • How will you organize your writing? • Is there a thinking map you can use to help you organize your ideas? • Is there information you need to include? Where will you add that information? • Does this need to be longer? • Could you add another paragraph telling about...? • Do you think your reader will understand what you are trying to say? • Did you write what you meant to say? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 2: Write Effectively</p>
Before and After:	
<p>W 3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W 5.4: Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in Standards 1–3)</i></p>

PRODUCTION AND DISTRIBUTION OF WRITING	
<p>W 4.5</p>	<p>Standard: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.</i>)</p> <p>Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Use brainstorming, webs, or clusters to help generate ideas for writing • Organize thoughts and ideas • Seek and respond to suggestions from peers about what has been written • Understand and use grammar and spelling conventions • Edit for word usage and choice to strengthen details • Seek guidance from peers to help add precise language/ideas to the writing 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • proofreading • editing • revising • peers • purpose • organize • draft • planning (n) • develop • strengthen • revisar • proposito • organizer • planificación
Enduring Understanding:	Essential Question:
Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revisions and technology	Writing clearly: What makes a difference? Final product: What does it take?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists). (S) ✓ I can recognize that a well-developed piece of writing requires more than one draft. (K) ✓ I can apply revision strategies (e.g., reading aloud, checking for misunderstandings, adding deleting details) with the help of others. (S) ✓ I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. (S) ✓ I can prepare multiple drafts using revision and edits to develop and strengthen my writing. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What will you use to help organize your ideas? • Can you create a graphic organizer/thinking map to help you sequence your ideas/events? • Can you re-write this so that the ideas/details are clearer? • Have you completed your first draft? • Did you share with your audience what you intended to say? • Have you asked your partner/group to give you feedback about what you have written so far? • Is there a better way you could start/end your writing? • What is your topic sentence? • Have you used your editing/proofreading checklist to help you make any changes? 	<p>Teaching Notes and Strategies:</p>
Before and After:	
<p>W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.</i>)</p>	<p>W 5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.</i>)</p>

PRODUCTION AND DISTRIBUTION OF WRITING	
W 4.6	<p>Standard: 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.</p>
<p>Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Have a working knowledge of keyboards and word processing • Be familiar with Internet tools such as search engines, online dictionaries, thesaurus, spell check and grammar check • Use programs such as PowerPoint, Publisher, and Word, to create written documents. • Know how to download documents and cite the source of the downloaded documents • Work collaboratively to complete a written project/document • Know how to use formatting functions such as setting margins, spacing, capitalizing, and page orientation • Determine which font, font size, and style should be used 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • Internet • publisher • PowerPoint • working together • save • menu men • font • keyboarding • spell check • word processing • format • Internet • formatear
<p>Enduring Understanding: Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revisions and technology</p>	<p>Essential Question: Writing clearly: What makes a difference? Final product: What does it take?</p>
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can identify technology (e.g., Word, Publisher, PowerPoint) that will help me produce, edit, and publish my writing. (K) ✓ I can choose credible websites on the Internet that will help me compose, edit, and publish my writing. (S) ✓ I can collaborate with peers, teachers, and others to produce and publish my writing. (S) ✓ I can use proper keyboarding skills (type a minimum of one page in a single sitting) to compose and prepare my writing for publication. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Don't forget to use the correct font, tabs, or spacing when you are typing your paper. • Will you save your document or are you ready to print? • Have you used the spell checker to help you edit your writing? • You might need to use the thesaurus to say that another way. • You might try making this into a PowerPoint so that you can present your ideas. • What online sources might you use to help write your paper? • How did your group divide the responsibilities so that you all contributed to completing the project? 	<p>Teaching Notes and Strategies:</p>
<p>Before and After:</p>	
<p>W 3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>W 5.6: With 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 two pages in a single sitting.</p>

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
W 4.7	<p>Standard: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know how to use reference materials such as encyclopedias, atlas, search engines or databases • Know how to select a topic that can be researched • Be able to use keywords for searching a topic • Be familiar with the organizational structures used when writing a research project • Realize that there are various perspectives on the same topic • Know how to cite all sources • Use graphic organizers or thinking maps to move through the research project logically 	
<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • aspects aspectos • topics • research • project proyecto • investigation investigacin • sources • primary sources • perspective perspective • cite citar 	
<p>Enduring Understanding: Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information sources.</p>	
<p>Essential Question: What do good researchers do? “Cut and Paste:” What is the problem?</p>	
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can define research and explain how research is different from other types of writing. ✓ I can focus my research around a question/topic that is provided or determine my own research worthy question (e.g., <i>Why do birds migrate?</i>). (S) ✓ I can gather a variety of information about my research topic. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What will your project be about? • Can you narrow your topic? • What sources will you use to present information? • What online sources might you use? • Which key words can you think of to search for additional information about your topic? • Do you think someone else might have a different point of view? • What do you think your readers will learn after they have read your report? • How will you organize your information? • How will you keep track of the sources you will use? 	
<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 4: Conduct Research</p>	
<p>Before and After:</p>	
<p>W 3.7: Conduct short research projects that build knowledge about a topic.</p>	<p>W 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<p>W 4.8</p>	<p>Standard: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, <u>paraphrase</u>, and categorize information, and provide a list of sources.</p>
<p>Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know how to use search engines such as Google, Bing, etc. • Know how to use the library to locate print resources such as encyclopedias, magazines, and books • Summarize information • Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers • Know how to cite both digital and print sources • Know how to organize the information logically • Know how to organize the information by categories • After reading and gathering information, convey the information in their own words 	
<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • list • sources • bibliography • cite • relevant • on topic • digital sources • encyclopedia • note-taking • paraphrasing • quoting/quotation • recall • Internet search • lista • bibliografa • citar • pertinente • encyclopeda • parafrasear 	
<p>Enduring Understanding: Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information sources.</p>	
<p>Essential Question: What do good researchers do? “Cut and Paste:” What is the problem?</p>	
<p>Suggested Learning Targets:</p>	
<ul style="list-style-type: none"> ✓ I can recall information from experiences or gather information from print and digital sources about a topic. (S) ✓ I can take notes (write down short pieces of important information) about a topic. (S) ✓ I can sort the information from my notes into provided categories. (S) ✓ I can prepare a list of sources used during my research. (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Ask yourself, “How does this support my topic?” • Is this information important to your research? • How will you include this information in your report? • How will you keep track of the information that you have looked at and the information that you have used? • Where can you get information on how to cite the sources you used? • Can you say that using your own words? • Can you use an organizer to help you group your ideas? • What do you need to do if you are using the author’s words? • How will you keep your notes organized? 	
<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 2: Write Effectively SBAC Claim # 4: Conduct Research</p>	
<p>Before and After:</p>	
<p>W 3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>W 5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<p>W 4.9</p>	<p>Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
<p>Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Recognize which details are significant in the text • Express the events, setting and role of the characters in a story or drama • Analyze details in order to describe a character, setting or event • Reflect on the points that an author is trying to make • Analyze the reasons and evidence that the author use to support the points 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • research • analysis anlisis • evidence • literary literario • informational informative • details detalles • reasons razones
<p>Enduring Understanding: Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information sources.</p>	<p>Essential Question: What do good researchers do? “Cut and Paste:” What is the problem?</p>
<p>Suggested Learning Targets:</p>	
<ul style="list-style-type: none"> ✓ I can define textual evidence (“word for word” support). (K) ✓ I can determine textual evidence that supports my analysis, reflection, and/or research. (R) ✓ I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What topic did you chose to research? • What are some possible sources you might use? • What evidence does the author use to support the points being made in the text? • How will you support the points you are trying to make? • Which details can you add that will make your writing stronger? • Have you considered sources that have different points of view? • Did you use at least _____ different sources or evidence? • What caused you to think or believe that? • Do you share the view of the author? Why or why not? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 2: Write Effectively SBAC Claim # 4: Conduct Research</p>
<p>Before and After:</p>	
<p>W 3.9: N/A</p>	<p>W 5.9: Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>

RANGE OF WRITING	
W 4.10	<p>Standard: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Anchor: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Be able to organize thoughts to focus on topic • Select appropriate writing topics • Recognize the purpose for writing • Know the audience • Know how to research a topic using various sources • Generate questions to continue to write on the topic for an extended amount of time • Know how to conclude different types of writings • Know that a research paper has an introduction, body, and conclusion • Know that for writing a research project you must include and cite various sources. 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • research • reflection refleccin • revise revisar • proofread • allowed/permitted permitido • history historia • social sciences ciencias sociales • audience audiencia
Enduring Understanding:	Essential Question:
Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	Why write? What do good writers do?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can write for long or short periods of time depending on my task. (S) ✓ I can choose a writing structure to fit my task, purpose, and/or audience. (R) ✓ I can write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/share and experience. (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Write about... • You will have ____ minutes to write about ... • Don't forget to take a few minutes to plan your writing • You need to include at least _____ sources. • Use your proofreading checklist when you are editing and revising • Re-read your writing or ask a peer to read it to see if there are additions you need to make • Your research paper must be at least _____ pages long. • Think about whom your audience is and why you are writing as you plan your paper. 	<p>Teaching Notes and Strategies:</p>
Before and After:	
<p>W 3.10: 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.</p>	<p>W 5.10: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.</p>

COMPREHENSION AND COLLABORATION	
<p>SL 4.1</p>	<p>Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Anchor: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know that in order to be prepared, material must have been read or studied • Know how to work with a partner • Develop good study habits • Use rules for conversations • Recognize the ideas of others • Know the language used to build on those ideas • Ask questions to clarify information • Offer comments or responses linked to the remarks of others • Know the responsibilities of the different roles given for accomplishing a task • Know how to explain an idea or answer that is different for those already offered 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • discussion • conversacion • group work • understanding • light • role • clarify • link • discusin • conversacin • aclarar
<p>Enduring Understanding: Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	
<p>Essential Question: What makes collaboration meaningful? Making meaning from a variety of sources: What will help?</p>	
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can read or study material(s) to be discussed. (S) ✓ I can list important information about the topic to be discussed. (K) ✓ I can identify and follow the agreed upon rules for discussion and carry out assigned roles. (P) ✓ I can ask question when I do not understand. (S) ✓ I can stay on topic by making comments about the information being discussed. (S) ✓ I can make connections between the comments of others. (S) ✓ I can explain my own ideas and tell what I have learned from a discussion. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Have you done your reading? • Today, you will be working in your teams. • Ask your shoulder partner... • I will give you 1 minute to tell your partner everything you learned about_____. • Does everyone understand what their role is for completing the task? • Remember if you are the A partner you will talk first and B partner will listen. • Be prepared to ask several questions that you can discuss with your group or partner. • If you don’t understand be sure to ask your partner to repeat or to clarify. • Be sure that everyone in the group has a chance to add their opinion. • In light of what has already been said, what are your ideas about this ... • What words can you use to link your ideas to the ideas that we have already talked about? • Be prepared to explain your ideas and what you new understanding you have. • Can you show the group where you are getting your information? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 3: Employ effective speaking and listening skills.</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>
<p>Before and After:</p>	
<p>SL 3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>SL 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

COMPREHENSION AND COLLABORATION	
SL 4.2	<p>Standard: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Recognize the main ideas presented in text • Recognize the main ideas presented in diverse media including visual, oral, or digital formats • Paraphrase information • Recognize what information is being conveyed through diverse media, such 	
<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • diverse diverso • media medios • orally oralmente • portion • quantitatively cuantitativo • formats • charts • graphs grafico • video video • graphics graficas 	
Enduring Understanding:	
Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	
Essential Question:	
What makes collaboration meaningful? Making meaning from a variety of sources: What will help?	
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify information from a text being read aloud. (K) ✓ I can identify information that is presented formats (e.g., media, charts, graphs, websites, speeches). (K) ✓ I can paraphrase the information gathered to determine the main idea and support details of a presentation. (S) 	
Questions Stems:	
<ul style="list-style-type: none"> • Summarize what you saw. • Share the main idea with you partner. • How did you decide that these were key details? • Tell your group, what information the author represented by using the graph/chart. • Using your own words, what were the main ideas presented in the video? • What media did the author use to present his/her ideas? Why do you think the author chose to present his/her ideas this way? • What portion of the text, made you think that? 	
Teaching Notes and Strategies:	
<p>SBAC Claim # 3: Employ effective speaking and listening skills.</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>	
Before and After:	
<p>SL 3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL 5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

COMPREHENSION AND COLLABORATION																	
SL 4.3	<p>Standard: Identify the reasons and evidence a speaker <u>or media source</u> provides to support particular points.</p> <p>Anchor: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>																
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know that media sources include both online, visual and print sources • Infer the messages conveyed through media sources • Understand that evidence can be examples, facts, or images • Know that facts, examples, and explanations can be used as support for an opinion • Identify the reasons a speaker gives to support their argument 	<p>Academic Vocabulary/Cognates:</p> <table border="0"> <tr> <td>• media</td> <td>medios</td> </tr> <tr> <td>• reasons</td> <td>razones</td> </tr> <tr> <td>• speaker</td> <td></td> </tr> <tr> <td>• support</td> <td></td> </tr> <tr> <td>• evidence</td> <td></td> </tr> <tr> <td>• points</td> <td>puntos</td> </tr> <tr> <td>• opinion</td> <td>opinión</td> </tr> <tr> <td>• conclusions</td> <td>conclusiones</td> </tr> </table>	• media	medios	• reasons	razones	• speaker		• support		• evidence		• points	puntos	• opinion	opinión	• conclusions	conclusiones
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• opinion	opinión																
• conclusions	conclusiones																
Enduring Understanding: Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Essential Question: What makes collaboration meaningful? Making meaning from a variety of sources: What will help?																
Suggested Learning Targets:																	
<ul style="list-style-type: none"> ✓ I can identify points being made by a speaker. (K) ✓ I can determine the reasons and evidence a speaker uses to support his/her points. (R) 																	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Why is the speaker trying to make these particular points? • What is this (media) trying to tell you? • What reasons does the speaker give that support his points? • Give an example of the type of evidence the speaker used to support his/her point. • Do you believe what the speaker is saying? Why? • What reasons made you agree/ disagree with what you heard or saw? • Based on what you saw or heard what conclusions did you come up with? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 3: Employ effective speaking and listening skills.</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>																
Before and After:																	
SL 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL 5.3: Summarize the points a speaker <u>or media source</u> makes and explain how each claim is supported by reasons and evidence, <u>and identify and analyze any logical fallacies.</u>																

PRESENTATION OF KNOWLEDGE AND IDEAS	
<p>SL 4.4</p> <p>Standard: 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.</p> <p>a. <u>Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</u></p>	<p>Anchor: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know strategies for organizing a presentation such as brainstorming, the use of graphic organizers, or thinking maps • Use structures for organizing presentations such as chronologically, problem/solution, cause and effect, before and after • Recall an experience that is memorable using relevant, descriptive details. • Plan carefully so that your presentation includes relevant details and clear context • When presenting use a clear, understandable voice and an appropriate pace • Good presentation skills include speaking clearly, with good pacing and making eye contact 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • recount • relates relater • recollections • insights • clear claro • appropriate apropiado • relevant • pace paso • descriptive descriptive/a • rubric • theme tema
<p>Enduring Understanding:</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>Essential Question:</p> <p>What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?</p>
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can determine a logical order for presenting my topic, text, story, or experience. ® ✓ I can present my topic, text, story, or experience with facts and relevant (appropriate), descriptive details that support the main idea or theme. (S) ✓ I can report my information by speaking clearly at an appropriate pace. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What topic will you be writing about in your report? • After studying _____ your group will write a report and make a presentation. • Have you included all the key details your reader needs to know about _____? • How will you organize your information? Sequentially? Cause and Effect? • Which graphic organizer can you use to help you organize your story? • Have you included all the details that make your experience memorable? • Are you including sensory information to help your audience understand your story? • Remember to speak slowly and clearly so that everyone can hear you. • When you are going over your presentation be sure to use the speaking and listening rubric. • How will you make sure that what you will say is relevant to your main idea? • What is the theme of your story? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 3: Employ effective speaking and listening skills</p>
<p>Before and After:</p>	
<p>SL 3.4:</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</p>	<p>SL 5.4:</p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.</p> <p>b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</p>

PRESENTATION OF KNOWLEDGE AND IDEAS	
SL 4.5	<p>Standard: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know how to use audio equipment like tape recorders, video cameras, web cameras, Skype • Know how to use digital programs like PowerPoint, Clip Art, Publisher, Photoshop to add visuals to presentations • Create visual displays such as legends, charts, graphs, and display boards to convey information 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • enhance • presentation • display • visually • theme • audio recordings • PowerPoint • ClipArt • appropriate • presentacin • visualmente • tema • apropiado/a
<p>Enduring Understanding: Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>Essential Question: What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?</p>
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can identify main ideas or themes in my presentation that could be enhanced. (K) ✓ I can determine and include an appropriate audio recording or visual display to enhance my main ideas or themes, (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Can you add a graphic that will help others understand your ideas? • How will you present your information? Will you use a storyboard or PowerPoint? • Can you add a legend to your chart that will help the reader? • Can you add sound or video clips to your PowerPoint presentation? • Can you insert Clipart or a picture to strengthen the details in your report? • What information can be displayed visually to enhance the theme or main idea? • Be sure to use graphics that are appropriate to your grade level and topic. 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 3: Employ effective speaking and listening skills</p>
<p>Before and After:</p>	
<p>SL 3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>SL 5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

PRESENTATION OF KNOWLEDGE AND IDEAS	
SL 4.6	<p>Standard: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p> <p>Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know that there are different levels of speech styles • Recognize situations when formal or informal English should be used in order to be an appropriate response • Know that language used when talking to friends is informal speech. • Know that forms of writing such as journals, notes, and text messaging are examples of informal writing • Use academic, content specific vocabulary when presenting formally • Use complete sentences in formal presentations or when constructing written essays • Know that when constructing a formal response, Standard English grammar and language conventions must be used <p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • contexts contextos • formal formal • informal informal • speech styles • discourse discurso • situations situaciones • times • Standard English • conventions convenciones • grammar gramtica 	
Enduring Understanding:	
Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	
Essential Question:	
What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?	
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify situations where formal English is needed and situations where informal English is appropriate. (K) ✓ I can determine speaking tasks or situation that will require a formal structure. (R) ✓ I can compose a formal speech that demonstrates a command of grade 4 Language standards. (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Who is your audience? • Will you need to use formal or informal English? • Is this a situation when you are talking to friends and family, or are you making a presentation? • Use complete sentences when you are responding to questions about the topic. • Are you using specific vocabulary that is important to the topic you will be talking about? • Are you observing the rules for speaking? • As you are presenting your ideas, remember to use the Standard English rules for grammar and punctuation. • Are you speaking clearly enough so that your audience can understand you? <p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 3: Employ effective speaking and listening skills</p>	
Before and After:	
<p>SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>

CONVENTIONS OF STANDARD ENGLISH	
<p>L 4.1</p> <p>Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Write fluidly and legibly in cursive or joined italics.</p> <p>b. Use interrogative relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>e. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>f. Form and use prepositional phrases.</p> <p>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>h. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p>Anchor:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Know the rules that govern grammar usage such as <ul style="list-style-type: none"> when to use modal verbs to express conditions the order of adjectives in a sentence how to form prepositional phrases how to form complete sentences recognize and correct sentence fragment recognize and correct run-on sentences Understand that an action that is in progress can usually be expressed as an ing verb Write legibly using cursive or joined italics (D’Nealian) Understand that some words are tricky and can be used incorrectly 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> command run-ons fragments standard English grammar relative pronouns progressive verb tense legibly cursive, italics, modal conventional sentence patterns interrogative relative pronouns relative adverbs confusing fragment gramtica legiblemente cursive itlicas adverbios relatives confuso
<p>Enduring Understanding:</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>Essential Question:</p> <p>Why do the rules of language matter? Communicating clearly: What does it take?</p>
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can identify relative pronouns and use them correctly (e.g., <i>who</i> and <i>whom</i> refer to people; <i>which</i> refers to things, qualities, and ideas; <i>that</i> and <i>whose</i> refer to people, things, qualities and ideas). (S) ✓ I can identify relative adverbs and use them correctly (e.g., <i>where</i> modifies nouns of place, <i>when</i> modifies nouns of time, <i>why</i> modifies the noun reason). (S) ✓ I can define and form progressive verbs (verbs that indicate something is happening, was happening, or will be happening) and use them correctly. (S) ✓ I can identify and correctly use modal auxiliaries (verbs that convey mood or tense). (S) ✓ I can recognize that multiple adjectives describing the same noun should be placed in a particular order (e.g., article + size + shape + age + color; <i>the tiny, oval, read bead, or an old black suitcase</i>). (K) ✓ I can identify common prepositions (e.g., <i>of, to, in, on, at</i>) and properly form prepositional phrases. (S) ✓ I can recognize the difference between a complete sentence and a fragment (If it can’t stand alone and make sense/complete a though, it is a fragment.) and correct fragments when necessary. (S) ✓ I can recognize a run-on sentence (two or more sentences that are connected without proper punctuation) and make corrections. (S) ✓ I can recognize that some words sound alike or nearly alike but are spelled and used differently. (K) ✓ I can identify and correctly use commonly confused words. (S) 	
<p>Questions Stems:</p> <p>Does that sound/look right?</p> <ul style="list-style-type: none"> Read what you wrote slowly? Did you write what you just said? Listen as I read what you wrote. Did that sound right? Is there another way to write that word that would be better to use here? Can you think of a homograph that might fit here? Could you write that so that I can read it? Do you need help writing that letter/word? What is this sentence missing? Did you tell who did what? Is that a complete sentence or is it a run-on? Grammatically your sentence is correct, but it doesn’t sound right. Did you use your best handwriting? Ask your partner to read your writing and tell you if it is legible. Working with a partner, use the words, who, whose, whom, which, and that in a question. 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 3: Employ effective speaking and listening skills</p>

Before and After:	
<p>L 3.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Use reciprocal pronouns correctly d. Form and use regular and irregular plural nouns. e. Use abstract nouns (e.g., childhood) f. Form and use regular and irregular verbs. g. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. h. Ensure subject-verb and pronoun antecedent agreement.* i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. j. Use coordinating and subordinating conjunctions. k. Produce simple, compound, and complex sentences. 	<p>L 5.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor).

CONVENTIONS OF STANDARD ENGLISH	
<p>L 4.2</p>	<p>Standard: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>Anchor: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Capitalize words at the beginning of a sentence, in titles and proper names • Understand the use of quotation marks to denote that someone is speaking • Understand the use of quotation marks when quoting from a text • Identify independent clauses • Understand the use of the comma in dialogue • Use spelling patterns, word roots, affixes, syllable construction to help spell words correctly • Understand how to use generalizations and analogies when spelling • Use dictionaries or digital media to look for the correct spelling of a word 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • quote • capitalize • dialogue • direct speech • comma • conjunction • coordinating conjunction • simple sentence • compound sentence • affixes • roots • appropriate • dictionary • generalizations • analogies <ul style="list-style-type: none"> • dilogo • coma • conjuncin • afijos • apropiados • diccionario • generalizaciones • analogas
<p>Enduring Understanding:</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>Essential Question:</p> <p>Why do the rules of language matter? Communicating clearly: What does it take?</p>
<p>Suggested Learning Targets:</p>	
<ul style="list-style-type: none"> ✓ I can determine when to capitalize words (e.g., proper nouns, “I”, first work in a sentence). (R) ✓ I can punctuate dialogue correctly by using commas before/after speaker tags and placing quotation marks around direct speech (e.g., “I was walking,” Elle said, “when Mia tripped me.”) (S) ✓ I can use quotation marks to indicate words I have taken directly from a text. (S) ✓ I can identify a compound sentence and use a comma before the coordination conjunction that connects the two sentences. (S) ✓ I can identify misspelled word and use resources to assist me in spelling correctly. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Remember to use correct grammar when you are speaking or writing. • What are some strategies you can use to help you write correctly? • What is the correct way to write the underlined part of the sentence? • Which sentence is written correctly? • How should this be punctuated? • How should this be written to show that someone is talking? • There are errors in this sentence, which words should be capitalized? • Do you know another word like that? • Where can you go to find out how to spell a word? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 2: Write effectively</p>
<p>Before and After:</p>	
<p>L 3.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L 5.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>

KNOWLEDGE OF LANGUAGE	
<p>L 4.3</p> <p>Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).</p>	<p>Anchor: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know punctuation rules • Know capitalization rules • Know basic grammar rules • Know that discourse refers to speech or writing that extends beyond a sentence. • Recognize that words have differences or shades of meaning • Use a thesaurus to find precise language to include when writing or speaking • Know that punctuation like commas, exclamation and question marks can be used for effect. • Distinguish between situations that call for formal English and those where informal English is appropriate 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • convey • precision • precise • differentiate • effect • formal • informal • discourse • shades of meaning • precisin • preciso • diferenciar • efecto • formal • informal • discurso
<p>Enduring Understanding:</p> <p>Effective readers, writers, and listeners use knowledge to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>Essential Question:</p> <p>How does situation affect meaning? How does author’s choice impact an audience?</p>
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can choose words and phrases carefully to make sure my idea and clearly presented to my reader. (S) ✓ I can use punctuation to create various effects and add interest. (S) ✓ I can identify situation where formal English is needed and situations where informal English is appropriate. (K) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Have you proofread your writing? • Have you determined the purpose for your speech/writing/presentation? • Have you determined who will be your audience? • Is the tone or discourse style appropriate to your audience? • Have you followed the rules of punctuation and grammar? • Did you practice your presentation with your group and did they provide you with feedback? • Did you use a thesaurus to locate other ways to say _____? • Did you use quotes, questions, or exclamations to add emphasis to your writing/presentation? • In your discussion with your group, did you talk about using precise language to convey your ideas? How did you check for this language? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>
<p>Before and After:</p>	
<p>L 3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>L 5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

VOCABULARY ACQUISITION AND USE	
<p>L 4.4</p> <p>Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.</p>	<p>Anchor: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Have strategies for solving unknown words • Understand that the context may provide clues to help determine the meaning of a word or phrase • Identify the most common Greek and Latin affixes and roots • Use common Greek and Latin affixes and roots to solve unknown words • Use a pronunciation guide in a dictionary to help read unknown words • Know how to use a textbook glossary • Access reference materials, including digital, to help determine the precise meaning of key words • Use a print or digital dictionary to locate definitions of key words and phrases • Identify alternate word choices using print or digital thesauruses or dictionaries 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • reference materials • definitions • restatements • phrase • affixes • clues • precise • clarify • multiple-meaning words • materials de referencia • definiciones • frase • afijos • preciso • aclarar
<p>Enduring Understanding:</p> <p>Effective readers and writer use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Essential Question:</p> <p>When a word does not make sense, what can I do? How do I use what I know to figure out what I do not know?</p>
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can determine the meaning of unknown words using context clues (e.g., definition, examples, restatement). (R) ✓ I can recognize and define common Greek and Latin affixes and roots (units of meaning). (K) ✓ I can break down unknown words into units of meaning to determine definitions. (R) ✓ I can verify my determined meaning of an unknown word by consulting reference materials (e.g., dictionaries, glossaries, thesauruses). (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What strategies have you tried to help you figure out what this word means? • Have you tried looking in the dictionary or glossary to help you figure out that word’s meaning? • Have you read the sentences around the word to help you determine what the word means? • Can you go online and search for the meaning of the word? • Are there any prefixes or suffixes that you can use to help you determine the meaning of the word? • Can you find a root or base word in that word that might provide a clue to what that word means? • Let’s talk about how to use the pronunciation guide at the front of the dictionary/available in the online dictionary. • Have you asked your group for suggestions for making the language you are using clearer. • Are there other words you can use instead of _____? • Did you check the thesaurus for other ways you can say/write _____? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>
<p>Before and After:</p>	
<p>L 3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable /disagreeable, comfortable /uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.</p>	<p>L 5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.</p>

VOCABULARY ACQUISITION AND USE	
<p>L 4.5</p>	<p>Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
<p>Anchor:</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know the literal meaning of words • Identify if a word has an antonym or synonym • Know that words have various levels of meaning, including literal or figurative • Understand that an adage is a traditional saying (Oysters are said to be best in the months containing the letter R.) 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • shades of meaning • literal meaning • non-literal meaning • context • purpose • describe • meaning
<p>Essential Question:</p> <p>When a word does not make sense, what can I do? How do I use what I know to figure out what I do not know?</p>	
<p>Enduring Understanding:</p> <p>Effective readers and writer use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	
<p>Enduring Understanding:</p> <p>Effective readers and writer use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can define and identify similes and metaphors within a text. (K) ✓ I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you meant). (R) ✓ I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning. (R) ✓ I can explain the difference between synonyms (words with similar meanings) and antonyms (words with opposite meanings). (R) ✓ I can use my knowledge of synonyms and antonyms to demonstrate my understanding of words. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What is the purpose of writing with “figurative” words or phrases? • What is the literal meaning of this sentence? • How might you compare those two objects? • Without changing the meaning, what word could you add to make the sentence stronger? • In what other context could this word be used? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>
<p>Before and After:</p>	
<p>L 3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>L 5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

VOCABULARY ACQUISITION AND USE																									
<p>L 4.6</p>	<p>Standard: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> <p>Anchor: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>																								
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Develop a corpus of grade level academic words and phrases • Determine which word best describes an action, emotion or state of being • Understand that words have nuances and various shades of meaning • Acquire and use words that are basic to understanding a concept 	<p>Academic Vocabulary/Cognates:</p> <table border="0"> <tr> <td>• academic</td> <td>• academic</td> </tr> <tr> <td>• science, scientific</td> <td>• ciencia, cientfico</td> </tr> <tr> <td>• history, historical</td> <td>• historia, historico</td> </tr> <tr> <td>• math</td> <td>• matematicas</td> </tr> <tr> <td>• mathematical</td> <td>• matemtico</td> </tr> <tr> <td>• precise</td> <td>• preciso</td> </tr> <tr> <td>• actions</td> <td>• acciones</td> </tr> <tr> <td>• emotions</td> <td>• emociones</td> </tr> <tr> <td>• shades of meaning</td> <td></td> </tr> <tr> <td>• topic</td> <td></td> </tr> <tr> <td>• general</td> <td>• general</td> </tr> <tr> <td>• specific</td> <td>• especifico</td> </tr> </table>	• academic	• academic	• science, scientific	• ciencia, cientfico	• history, historical	• historia, historico	• math	• matematicas	• mathematical	• matemtico	• precise	• preciso	• actions	• acciones	• emotions	• emociones	• shades of meaning		• topic		• general	• general	• specific	• especifico
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Suggested Learning Targets:																									
<ul style="list-style-type: none"> ✓ I can recognize the difference between general academic words and phrases (Tier Two words are subtle or precise ways to say relatively precise things, e.g., <i>saunter</i> instead of <i>walk</i>.) and domain-specific words and phrases (Tier Three words are often specific to content knowledge, e.g., <i>lava</i>, <i>democracy</i>, <i>pulley</i>).*(K) ✓ I can acquire and use grade-appropriate academic and domain-specific words/phrases, including words that signal precise actions, emotions, or states of being and that are basic to a particular topic. (S) <p>Note: Tier One, Tier Two, and Tier Three words are clarified on pages 33-35 of Appendix A in the Common Core Standards</p>																									
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What word would best describe _____? • What heading would best describe these words...? • Can you restate that using more precise language? • Can you tell me more about that? • Why would the author use this word rather than that word? • Have you discovered any new and interesting words? • Let’s brainstorm all the words we already know about this topic • Have you used the thesaurus to find another way to say that? 	<p>Teaching Notes and Strategies:</p>																								
Before and After:																									
<p>L 3.6: Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>L 5.6: Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>																								