Anchor Standard
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.

RL.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ What was the author's purpose in writing this text?
- ✓ Where in the text does it infer _____?
- ✓ 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___? Give specific examples from the text that support your thinking.
- ✓ Find evidence in the text to support that an overarching theme is _____.
- ✓ What is the central message in this piece of text?
- ✓ How is the central message conveyed throughout the story?

Academic Vocabulary	Spanish Cognates
• infer	inferir
• example	ejemplo
• details	detalles
• text	texto
• specific	específico
• support	
• author's purpose	el propósito del autor
• explain	explicar

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4th Grade–Reading Standards for Literature

Anchor Standard
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.

RL.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ What was the author's purpose in writing this text?
- ✓ Where in the text does it infer _____?
- ✓ 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___? Give specific examples from the text that support your thinking.
- ✓ Find evidence in the text to support that an overarching theme is _____.
- ✓ What is the central message in this piece of text?
- ✓ How is the central message conveyed throughout the story?

Academic Vocabulary	Spanish Cognates
• infer	inferir
• example	ejemplo
• details	detalles
• text	texto
• specific	específico
• support	
• author's purpose	el propósito del autor
• explain	explicar

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

RL.4.2
Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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

Question Stems and Prompts:
- ✓ 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?
- ✓ Summarize what has happened so far.
- ✓ Convey to your partner in one sentence what the story is about?
- ✓ What might another theme be? Use evidence from the text to support your answer.

Academic Vocabulary	Spanish Cognates
• theme	tema
• details	detalles
• convey	
• summarize	resumir
• message	mensaje
• universal themes	temas universales
• character's actions	
• sentence	

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4th Grade–Reading Standards for Literature

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

RL.4.2
Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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

Question Stems and Prompts:
- ✓ 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?
- ✓ Summarize what has happened so far.
- ✓ Convey to your partner in one sentence what the story is about?
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Academic Vocabulary	Spanish Cognates
• theme	tema
• details	detalles
• convey	
• summarize	resumir
• message	mensaje
• universal themes	temas universales
• character's actions	
• sentence	

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

RL.4.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ Describe a character in the story using specific details from the text.
- ✓ Describe the setting of the story using specific details from the text.
- ✓ 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?
- ✓ Write interview questions for a character in the story.

Academic Vocabulary	Spanish Cognates
• describe	describir
• specific details	detalles específico
• character	
• setting	
• location	
• environment	
• sequence	secuencia
• major/minor event	
• dialogue	diálogo

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

RL.4.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Essential Skills and Concepts:
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- ❑ 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

Question Stems and Prompts:
- ✓ Describe a character in the story using specific details from the text.
- ✓ Describe the setting of the story using specific details from the text.
- ✓ 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?
- ✓ Write interview questions for a character in the story.

Academic Vocabulary	Spanish Cognates
• describe	describir
• specific details	detalles específico
• character	
• setting	
• location	
• environment	
• sequence	secuencia
• major/minor event	
• dialogue	diálogo

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Anchor Standard
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.

RL.4.4
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **(See grade 4 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ❑ 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

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

Academic Vocabulary	Spanish Cognates
• definition	definición
• example	ejemplo
• restatement	
• sentences	
• context clues	
• unknown	
• phrase	frase
• glossary	glosario
• digital	digital
• footnote	
• mythology	mitología

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4th Grade–Reading Standards for Literature

Anchor Standard
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.

RL.4.4
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **(See grade 4 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ❑ 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

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

Academic Vocabulary	Spanish Cognates
• definition	definición
• example	ejemplo
• restatement	
• sentences	
• context clues	
• unknown	
• phrase	frase
• glossary	glosario
• digital	digital
• footnote	
• mythology	mitología

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Anchor Standard
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.

RL.4.5
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ This selection can best be described as _____.
- ✓ Who are the major characters in the play/drama?
- ✓ 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.
- ✓ Show me an example of a verse, rhythm, and/or meter in this poem.
- ✓ Substitute a line or a verse in this poem.

Academic Vocabulary	Spanish Cognates
• rhythm	ritmo
• meter	
• alliteration	aliteración
• symbolism	simbolismo
• theme	tema
• cast	
• verse	verso
• stage directions	
• setting	
• story	

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Anchor Standard
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.

RL.4.5
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ This selection can best be described as _____.
- ✓ Who are the major characters in the play/drama?
- ✓ 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.
- ✓ Show me an example of a verse, rhythm, and/or meter in this poem.
- ✓ Substitute a line or a verse in this poem.

Academic Vocabulary	Spanish Cognates
• rhythm	ritmo
• meter	
• alliteration	aliteración
• symbolism	simbolismo
• theme	tema
• cast	
• verse	verso
• stage directions	
• setting	
• story	

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

RL.4.6
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ 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?
- ✓ How would the story be different from _____'s perspective?

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

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

RL.4.6
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ 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?
- ✓ How would the story be different from _____'s perspective?

Academic Vocabulary	Spanish Cognates
• compare and contrast	comparar y contrastar
• point of view	punto de vista
• perspective	perspectiva
• narrate	narrar
• narrator	narrador
• first person	primera persona
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• selections	selecciones
• text	texto
• stories	

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

RL.4.7
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ How are the story and the visual presentation (picture, drawing, video) the same? Different?
- ✓ How are the story and the oral presentation (speech, recording)) the same? Different?
- ✓ 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?
- ✓ How does hearing ___ read aloud change your understanding of the text?

Academic Vocabulary	Spanish Cognates
• compare	comparar
• contrast	contrastar
• presentation	presentación
• visual	visual
• oral	oral
• drama	drama
• version	versión
• specific	específico
• descriptions	descripciones
• directions	direciones

Standard RL.4.8 is not applicable to fourth grade.

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4th Grade–Reading Standards for Literature

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

RL.4.7
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ How are the story and the visual presentation (picture, drawing, video) the same? Different?
- ✓ How are the story and the oral presentation (speech, recording)) the same? Different?
- ✓ 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?
- ✓ How does hearing ___ read aloud change your understanding of the text?

Academic Vocabulary	Spanish Cognates
• compare	comparar
• contrast	contrastar
• presentation	presentación
• visual	visual
• oral	oral
• drama	drama
• version	versión
• specific	específico
• descriptions	descripciones
• directions	direciones

Standard RL.4.8 is not applicable to fourth grade.

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

RL.4.9
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Essential Skills and Concepts:
- ❑ Identify themes
- ❑ Identify topics
- ❑ Sequence events and find patterns
- ❑ Understand the structure of stories, myths, and stories from other cultures

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

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

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4th Grade–Reading Standards for Literature

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

RL.4.9
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Essential Skills and Concepts:
- ❑ Identify themes
- ❑ Identify topics
- ❑ Sequence events and find patterns
- ❑ Understand the structure of stories, myths, and stories from other cultures

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

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

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

RL.4.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

Essential Skills and Concepts:
- ❑ 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
- ❑ Monitor the reading done during the school year

Question Stems and Prompts:
- ✓ 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? Why?
- ✓ Do you think you are ready to move to the next level? How do you know?

Academic Vocabulary	Spanish Cognates
• independent reading	
• genres	géneros
• literature	literatura
• level	nivel
• range	
• stories	
• drama	drama
• poetry	poesia

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

RL.4.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

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- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author? Why?
- ✓ Do you think you are ready to move to the next level? How do you know?

Academic Vocabulary	Spanish Cognates
• independent reading	
• genres	géneros
• literature	literatura
• level	nivel
• range	
• stories	
• drama	drama
• poetry	poesia

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4th Grade–Reading Standards for Literature

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Anchor Standard
Read close 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.

RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Essential Skills and Concepts:
- ❑ Identify details and examples
- ❑ Draw inferences
- ❑ Explain what the text says
- ❑ Understand the text
- ❑ Cite specific examples and details to support inferences

Question Stems and Prompts:
- ✓ 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.
- ✓ What was the author's purpose in writing this text?
- ✓ Where in the text does it infer _____? Give specific examples from the text that support your thinking.
- ✓ Which specific details in the text lead you to that conclusion?

Academic Vocabulary	Spanish Cognates
• inference	inferencia
• example	ejemplo
• details	detalles
• text	texto
• specific	específico
• support	
• author	autor
• message	mensaje
• purpose	propósito
• explain	explicar

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Anchor Standard
Read close 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.

RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Essential Skills and Concepts:
- ❑ Identify details and examples
- ❑ Draw inferences
- ❑ Explain what the text says
- ❑ Understand the text
- ❑ Cite specific examples and details to support inferences

Question Stems and Prompts:
- ✓ 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.
- ✓ What was the author's purpose in writing this text?
- ✓ Where in the text does it infer _____? Give specific examples from the text that support your thinking.
- ✓ Which specific details in the text lead you to that conclusion?

Academic Vocabulary	Spanish Cognates
• inference	inferencia
• example	ejemplo
• details	detalles
• text	texto
• specific	específico
• support	
• author	autor
• message	mensaje
• purpose	propósito
• explain	explicar

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

RI.4.2
Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ What is the message so far?
- ✓ What is this passage about?
- ✓ Why do you think that?
- ✓ Give some details from the text that supports your thinking?
- ✓ What sentence tells what this text was about?
- ✓ Write a short summary about what you learned.
- ✓ How would you summarize what you have read so far?
- ✓ Convey to a partner in one sentence what this piece of text is about.

Academic Vocabulary	Spanish Cognates
• main idea	
• text	texto
• key details	
• determine	determinar
• support	
• explain	explicar
• summarize	resumir
• summary	resumen

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

RI.4.2
Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Essential Skills and Concepts:
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- ❑ Know how to summarize text
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Question Stems and Prompts:
- ✓ What is the message so far?
- ✓ What is this passage about?
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Academic Vocabulary	Spanish Cognates
• main idea	
• text	texto
• key details	
• determine	determinar
• support	
• explain	explicar
• summarize	resumir
• summary	resumen

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

RI.4.3
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ Explain what is happening in this text?
- ✓ Why do you think this is happening?
- ✓ What is the first step in this procedure?
- ✓ Explain what step comes next?
- ✓ Explain why _____ happened. Use evidence from the text to support your answer.
- ✓ What was the result of _____'s idea?
- ✓ Why was _____ a necessary step?

Academic Vocabulary	Spanish Cognates
• explain	explicar
• procedure	procedimiento
• events	
• ideas	ideas
• concepts	conceptos
• historical	histórico
• scientific	científico
• technical text	texto tecníco
• specific information	información específico
• results	resultados

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

RI.4.3
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Essential Skills and Concepts:
- ❑ Understand the difference between events, procedures, ideas, or concepts
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Academic Vocabulary	Spanish Cognates
• explain	explicar
• procedure	procedimiento
• events	
• ideas	ideas
• concepts	conceptos
• historical	histórico
• scientific	científico
• technical text	texto tecníco
• specific information	información específico
• results	resultados

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Anchor Standard
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.

RI.4.4
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **(See grade 4 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ What tools can you use to help you find the meaning of this word?
- ✓ What does the word _____ mean in this sentence?
- ✓ 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? How 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?
- ✓ How can you use the computer to help you find the meaning of that word?
- ✓ Where can you look in the book to help you figure out what that word means?

Academic Vocabulary	Spanish Cognates
• domain	dominio
• prefixes – suffixes	prefijos--sufijos
• Greek	griego
• Latin	latín(n)/latino (adj)
• multiple meanings	
• figurative language	lenguaje figurativo
• dictionary	diccionario
• glossary	glosario

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Anchor Standard
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.

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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.) CA**

Essential Skills and Concepts:
- ❑ Understand that words may have multiple meanings
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Academic Vocabulary	Spanish Cognates
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• prefixes – suffixes	prefijos--sufijos
• Greek	griego
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• multiple meanings	
• figurative language	lenguaje figurativo
• dictionary	diccionario
• glossary	glosario

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Anchor Standard
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.

RI.4.5
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Essential Skills and Concepts:
- ❑ 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
- ❑ Determine the structure of any given piece of text.

Question Stems and Prompts:
- ✓ How is this organized? Define the structure of this text. Use evidence from the text to justify your answer.
- ✓ Is the author comparing ideas? Which ideas? How do you know?
- ✓ Show the events in the order in which they occurred.
- ✓ What is the problem in this section of the book?
- ✓ What are some of the causes of …?
- ✓ What happened when…?
- ✓ What was the result of …?

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

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Anchor Standard
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.

RI.4.5
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Essential Skills and Concepts:
- ❑ 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
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Academic Vocabulary	Spanish Cognates
• organization	organización
• structure	estructura
• text	texto
• chronology	cronológico
• comparison	comparación
• cause/effect	causa/efecto
• problem/solution	problema/solución
• order	orden
• events	eventos
• ideas	ideas
• sequence	secuencia
• describe	describir
• tell	

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

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

Essential Skills and Concepts:
- ❑ 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, who was there at the time, would be different than the focus of someone who wasn't there at the time.

Question Stems and Prompts:
- ✓ Who is providing the information?
- ✓ Where were they 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?
- ✓ How do authors describe the events differently? Use evidence from the text to support your answer.

Academic Vocabulary	Spanish Cognates
• accounts	
• experience	experencia
• firsthand	
• secondhand	
• compare and contrast	comparar y contrastar
• focus	enfoque
• topic	
• describe	describir
• difference	diferencia
• information	información

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4th Grade–Reading Standards for Informational Text

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

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

Essential Skills and Concepts:
- ❑ 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, who was there at the time, would be different than the focus of someone who wasn't there at the time.

Question Stems and Prompts:
- ✓ Who is providing the information?
- ✓ Where were they 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?
- ✓ How do authors describe the events differently? Use evidence from the text to support your answer.

Academic Vocabulary	Spanish Cognates
• accounts	
• experience	experencia
• firsthand	
• secondhand	
• compare and contrast	comparar y contrastar
• focus	enfoque
• topic	
• describe	describir
• difference	diferencia
• information	información

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

RI.4.7
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Essential Skills and Concepts:
- ❑ 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, timelines, animations or interactive elements can help a person understand text
- ❑ Explain what the information means

Question Stems and Prompts:
- ✓ What does the information on this chart mean?
- ✓ Can you tell if this is increasing or decreasing?
- ✓ When did this event happen on the timeline?
- ✓ How does the diagram help us understand what the topic is?
- ✓ What does the animation mean? Explain what the animation is showing?
- ✓ What helped you understand this chart?
- ✓ How do you use a legend to figure out what this means?
- ✓ How does the ____ (chart, graph, diagram, etc.) help you understand the overall message?
- ✓ Why did the author use a _____(chart, graph, diagram, etc.)?

Academic Vocabulary	Spanish Cognates
• interpret	interpretar
• information	información
• graphs	gráfico
• charts	
• legends	
• diagrams	diagramas
• time lines	línea de tiempo
• animation	animación
• increase	
• decrease	
• explain	explicar
• analyze	analizar
• contributes	contribuye

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

RI.4.7
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Essential Skills and Concepts:
- ❑ 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, timelines, animations or interactive elements can help a person understand text
- ❑ Explain what the information means

Question Stems and Prompts:
- ✓ What does the information on this chart mean?
- ✓ Can you tell if this is increasing or decreasing?
- ✓ When did this event happen on the timeline?
- ✓ How does the diagram help us understand what the topic is?
- ✓ What does the animation mean? Explain what the animation is showing?
- ✓ What helped you understand this chart?
- ✓ How do you use a legend to figure out what this means?
- ✓ How does the ____ (chart, graph, diagram, etc.) help you understand the overall message?
- ✓ Why did the author use a _____(chart, graph, diagram, etc.)?

Academic Vocabulary	Spanish Cognates
• interpret	interpretar
• information	información
• graphs	gráfico
• charts	
• legends	
• diagrams	diagramas
• time lines	línea de tiempo
• animation	animación
• increase	
• decrease	
• explain	explicar
• analyze	analizar
• contributes	contribuye

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Anchor Standard
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.

RI.4.8
Explain how an author uses reasons and evidence to support particular points in a text.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ Identify at least two points the author is trying to make in this text.
- ✓ How did the author use evidence to support his thinking?
- ✓ Where on the page does the author use facts to support what he has written? Why?
- ✓ Why did the author use ___ to support his/her claim/idea?
- ✓ What reasons did the author give for writing that?
- ✓ Explain why the author might have written about that?
- ✓ Is there any evidence in this text to support what the author says?

Academic Vocabulary	Spanish Cognates
• reasons	razones
• evidence	
• support	
• author	autor
• proof	
• explanation	explicación
• points	puntos

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Anchor Standard
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.

RI.4.8
Explain how an author uses reasons and evidence to support particular points in a text.

Essential Skills and Concepts:
- ❑ Identify the points an author is making
- ❑ Know the difference between evidence and reasons
- ❑ Describe how an author explains a point in the text
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Question Stems and Prompts:
- ✓ Identify at least two points the author is trying to make in this text.
- ✓ How did the author use evidence to support his thinking?
- ✓ Where on the page does the author use facts to support what he has written? Why?
- ✓ Why did the author use ___ to support his/her claim/idea?
- ✓ What reasons did the author give for writing that?
- ✓ Explain why the author might have written about that?
- ✓ Is there any evidence in this text to support what the author says?

Academic Vocabulary	Spanish Cognates
• reasons	razones
• evidence	
• support	
• author	autor
• proof	
• explanation	explicación
• points	puntos

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

RI.4.9
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Skills and Concepts:
- ❑ 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

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

Academic Vocabulary	Spanish Cognates
• integrate	integrar
• information	información
• combine	combinar
• topic	
• details	detalles
• knowledgeable	
• subject	sujeto

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4th Grade–Reading Standards for Informational Text

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

RI.4.9
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Skills and Concepts:
- ❑ 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

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

Academic Vocabulary	Spanish Cognates
• integrate	integrar
• information	información
• combine	combinar
• topic	
• details	detalles
• knowledgeable	
• subject	sujeto

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

RI.4.10
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.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ Try reading this book about…?
- ✓ The school library has a book about…
- ✓ After you read the chapter in the science book, you might want to read this trade book.
- ✓ Another book about this topic is …

Academic Vocabulary	Spanish Cognates
• comprehend	comprender
• understand	
• technical text	texto técnico
• science	ciencia
• history	historia
• social studies	ciencias sociales
• text	texto
• complexity	complejidad
• level	nivel
• range	

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4th Grade–Reading Standards for Informational Text

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

RI.4.10
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.

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ Try reading this book about…?
- ✓ The school library has a book about…
- ✓ After you read the chapter in the science book, you might want to read this trade book.
- ✓ Another book about this topic is …

Academic Vocabulary	Spanish Cognates
• comprehend	comprender
• understand	
• technical text	texto técnico
• science	ciencia
• history	historia
• social studies	ciencias sociales
• text	texto
• complexity	complejidad
• level	nivel
• range	

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Standard RF.4.1 and RF.4.2 are not applicable to fourth grade.

Anchor Standard

Anchor standards do not exist for RF Standards.

RF.4.3
Know and apply grade-level phonics and word analysis skills in decoding words.

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

Essential Skills and Concepts:

- ❑ 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

Question Stems and Prompts:

- ✓ How 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?
- ✓ Does this word look and sound like another word you know?
- ✓ Get your mouth ready to say that word.

Academic Vocabulary	Spanish Cognates
• letter-sounds	letras-sonidos
• syllabication pattern	
• context	contexto
• skills	
• roots	
• base words	
• affixes	afijos
• accurately	

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Standard RF.4.1 and RF.4.2 are not applicable to fourth grade.

Anchor Standard

Anchor standards do not exist for RF Standards.

RF.4.3
Know and apply grade-level phonics and word analysis skills in decoding words.

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

Essential Skills and Concepts:

- ❑ 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

Question Stems and Prompts:

- ✓ How 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?
- ✓ Does this word look and sound like another word you know?
- ✓ Get your mouth ready to say that word.

Academic Vocabulary	Spanish Cognates
• letter-sounds	letras-sonidos
• syllabication pattern	
• context	contexto
• skills	
• roots	
• base words	
• affixes	afijos
• accurately	

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Anchor Standard

Anchor standards do not exist for RF standards.

RF.4.4
Read with sufficient accuracy and fluency to support comprehension.

- **a.** Read on-level text with purpose and understanding.
- **b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **c.** Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Essential Skills and Concepts:

- ❑ 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

Question Stems and Prompts:

- ✓ 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, scan the page for an answer.
- ✓ Can you read that like you talk?

Academic Vocabulary	Spanish Cognates
• self-correction	auto-correjir
• self-monitoring	auto-monitorear
• fluency	fluidez
• comprehension	comprensión
• re-reading	
• checking for understanding	
• genres	géneros
• purpose	
• skim	
• scan	
• expression	expresión

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Anchor Standard

Anchor standards do not exist for RF standards.

RF.4.4
Read with sufficient accuracy and fluency to support comprehension.

- **a.** Read on-level text with purpose and understanding.
- **b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **c.** Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Essential Skills and Concepts:

- ❑ 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

Question Stems and Prompts:

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• fluency	fluidez
• comprehension	comprensión
• re-reading	
• checking for understanding	
• genres	géneros
• purpose	
• skim	
• scan	
• expression	expresión

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

W.4.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- **a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **b.** Provide reasons that are supported by facts and details.
- **c.** Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition)*
- **d.** Provide a concluding statement or section related to the opinion presented.

Essential Skills and Concepts:

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

Question Stems and Prompts:

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

Academic Vocabulary	Spanish Cognates
• fact	
• opinion	opinión
• text	texto
• structure	estructura
• conclusion	conclusión
• support	
• reasons	razones
• linking words/phrases	
• transitional words	

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Anchor Standard
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- **d.** Provide a concluding statement or section related to the opinion presented.

Essential Skills and Concepts:

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

Question Stems and Prompts:

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

Academic Vocabulary	Spanish Cognates
• fact	
• opinion	opinión
• text	texto
• structure	estructura
• conclusion	conclusión
• support	
• reasons	razones
• linking words/phrases	
• transitional words	

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4th Grade–Writing Standards

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

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

- **a.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (*e.g., headings)*, illustrations, and multimedia when useful to aiding comprehension.
- **b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **c.** Link ideas within categories of information using words and phrases (*e.g., another, for example, also because).*
- **d.** Use precise language and domain specific vocabulary to inform about or explain the topic.
- **e.** Provide a concluding statement or section related to the information or explanation presented.

Essential Skills and Concepts:

- ❑ Know the difference between writing text to inform or explain
- ❑ Know how to write a topic sentence
- ❑ Chose facts, definitions, quotes, and 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

Question Stems and Prompts:

- ✓ Are you writing to inform or to explain?
- ✓ What is your topic?
- ✓ What will be your topic sentence?
- ✓ Organize your ideas using a cluster web, thinking map, graphic organizer.
- ✓ How will you finish your writing?
- ✓ Is there another word you can use?
- ✓ Where are your examples, definitions and details, facts?
- ✓ What do others say about your topic? Include a quote from the information you read.

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

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

- **a.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (*e.g., headings)*, illustrations, and multimedia when useful to aiding comprehension.
- **b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **c.** Link ideas within categories of information using words and phrases (*e.g., another, for example, also because).*
- **d.** Use precise language and domain specific vocabulary to inform about or explain the topic.
- **e.** Provide a concluding statement or section related to the information or explanation presented.

Essential Skills and Concepts:

- ❑ Know the difference between writing text to inform or explain
- ❑ Know how to write a topic sentence
- ❑ Chose facts, definitions, quotes, and 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
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- ✓ Are you writing to inform or to explain?
- ✓ What is your topic?
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- ✓ Is there another word you can use?
- ✓ Where are your examples, definitions and details, facts?
- ✓ What do others say about your topic? Include a quote from the information you read.

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W.4.2 – (Continued)

- ✓ Are there illustrations, or other media you can use as a source to make your text easier to understand?

Academic Vocabulary	Spanish Cognates
• inform	informar
• explain	explicar
• topic	
• conclude	concluir
• specific	específico
• precise	preciso
• vocabulary	vocabulario
• section	sección
• domain	dominio
• group/categorize	categorizar
• media	los medios de comunicación
• illustrator	ilustrador

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W.4.2 – (Continued)

- ✓ Are there illustrations, or other media you can use as a source to make your text easier to understand?

Academic Vocabulary	Spanish Cognates
• inform	informar
• explain	explicar
• topic	
• conclude	concluir
• specific	específico
• precise	preciso
• vocabulary	vocabulario
• section	sección
• domain	dominio
• group/categorize	categorizar
• media	los medios de comunicación
• illustrator	ilustrador

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

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

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

Essential Skills and Concepts:

- ❑ 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)

Question Stems and Prompts:

- ✓ Who will your story be about; where and when will it take place?
- ✓ Who is telling the story?
- ✓ What problem will the main character face?
- ✓ How will the problem change the character?
- ✓ How will you add descriptions to your setting?
- ✓ What actions will the characters take in response to the events in the story?
- ✓ Remember to show, not just tell.
- ✓ How did you lead up to your ending?
- ✓ What events will lead up to your ending?

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

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

- **a.** Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.
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- **d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.
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Essential Skills and Concepts:

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- ✓ What events will lead up to your ending?

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W.4.3 – (Continued)

Academic Vocabulary	Spanish Cognates
• problem	problema
• character	
• detail	detalle
• description	descripción
• setting	
• audience	

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W.4.3 – (Continued)

Academic Vocabulary	Spanish Cognates
• problem	problema
• character	
• detail	detalle
• description	descripción
• setting	
• audience	

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

W.4.4
Produce clear and coherent writing **(including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. *(Grade-specific expectations for writing types are defined in Standards 1–3 above.)* **CA**

Essential Skills and Concepts:
- ❑ 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.
- ❑ Know the reason for writing
- ❑ Know audience for writing
- ❑ Understand the writing task: to research, to persuade, to inform etc.

Question Stems and Prompts:
- ✓ Who will be reading your writing?
- ✓ Are you writing to tell a story or to help someone learn more about …?
- ✓ Who is your audience? What do they know?
- ✓ 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?
- ✓ How can 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?

Academic Vocabulary	Spanish Cognates
• clear	claro
• coherent	coherente
• go together	
• paragraph	párrafo
• develop	
• organize	organizar
• purpose	propósito
• audience	audiencia
• multiple-paragraph	de múltiples párrafos
• chronological	cronológico
• order	orden
• task	

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

W.4.4
Produce clear and coherent writing **(including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. *(Grade-specific expectations for writing types are defined in Standards 1–3 above.)* **CA**

Essential Skills and Concepts:
- ❑ 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.
- ❑ Know the reason for writing
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Question Stems and Prompts:
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- ✓ Are you writing to tell a story or to help someone learn more about …?
- ✓ Who is your audience? What do they know?
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- ✓ How can 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?

Academic Vocabulary	Spanish Cognates
• clear	claro
• coherent	coherente
• go together	
• paragraph	párrafo
• develop	
• organize	organizar
• purpose	propósito
• audience	audiencia
• multiple-paragraph	de múltiples párrafos
• chronological	cronológico
• order	orden
• task	

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

W.4.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (*Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)*

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ 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?

Academic Vocabulary	Spanish Cognates
• proofreading	
• editing	
• revising	revisar
• peers	
• purpose	propósito
• organize	organizar
• draft	
• planning	planificación (n)
• develop	
• strengthen	
• format	formatear

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4th Grade–Writing Standards

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

W.4.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (*Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)*

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ 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?

Academic Vocabulary	Spanish Cognates
• proofreading	
• editing	
• revising	revisar
• peers	
• purpose	propósito
• organize	organizar
• draft	
• planning	planificación (n)
• develop	
• strengthen	
• format	formatear

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Anchor Standard
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

English Skills and Concepts:

- ❑ 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

Question Stems and Prompts:

- ✓ 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?
- ✓ What technology can you use to present your information?

Academic Vocabulary	Spanish Cognates
• Internet	Internet
• publisher	
• PowerPoint	
• working together	
• save	
• menu	menú
• font	
• keyboarding	
• spell check	
• word processing	

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Anchor Standard
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

English Skills and Concepts:

- ❑ 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

Question Stems and Prompts:

- ✓ 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?
- ✓ What technology can you use to present your information?

Academic Vocabulary	Spanish Cognates
• Internet	Internet
• publisher	
• PowerPoint	
• working together	
• save	
• menu	menú
• font	
• keyboarding	
• spell check	
• word processing	

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

W.4.7
Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Essential Skills and Concepts:
- ❑ 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 when searching for 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

Question Stems and Prompts:
- ✓ What will your project be about?
- ✓ How 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 use?

Academic Vocabulary	Spanish Cognates
• aspects	aspectos
• topics	
• research	
• project	proyecto
• investigation	investigación
• sources	
• primary sources	
• perspective	perspectiva
• cite	citar

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

W.4.7
Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Essential Skills and Concepts:
- ❑ 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 when searching for 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

Question Stems and Prompts:
- ✓ What will your project be about?
- ✓ How 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 use?

Academic Vocabulary	Spanish Cognates
• aspects	aspectos
• topics	
• research	
• project	proyecto
• investigation	investigación
• sources	
• primary sources	
• perspective	perspectiva
• cite	citar

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

W.4.8
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase,** and categorize information, and provide a list of sources. **CA**

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ Ask yourself, "How does this support my topic?"
- ✓ How 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?
- ✓ How can you say that using your own words?
- ✓ What do you need to do if you are using the author's words?
- ✓ How will you keep your notes organized?
- ✓ How will you categorize the information you find?

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

W.4.8
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase,** and categorize information, and provide a list of sources. **CA**

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- ✓ How will you categorize the information you find?

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W.4.8 – (Continued)

Academic Vocabulary	Spanish Cognates
• list	lista
• sources	
• bibliography	bibliografía
• cite	citar
• relevant(pertinent)	pertinente
• on topi	
• digital sources	
• encyclopedia	enciclopedia
• note-taking	
• paraphrasing	parafrasear
• quoting/quotation	
• recall	
• Internet search	

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W.4.8 – (Continued)

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

W.4.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 4 Reading standards* to literature *(e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").*
b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Essential Skills and Concepts:

- ❑ 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 uses to support the points

Question Stems and Prompts:

- ✓ After reading or researching _____ (literary or informational text/s), write _____ (product) in which you explain your reasons _____ (content). Support your opinion with evidence from the text/s. (Argumentation/Explain)

- ✓ After reading or researching _____(literary or informational text/s), write _____ (product) in which you describe _____ (content). Support your response with evidence from the text/s. (Informational or Explanatory/Describe)

- ✓ After researching_____ (informational text/s), write _____ (product) in which you describe _____ (content). Support your response with evidence from your research. (Narrative/Describe) (http://ldc.org/resources)

Academic Vocabulary	Spanish Cognates
• research	
• analysis	análisis
• evidence	
• literary	literario
• informational	informativo
• details	detalles
• reasons	razones

http://commoncore.tcoe.org/licensing

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a. Apply *grade 4 Reading standards* to literature *(e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").*
b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Essential Skills and Concepts:

- ❑ 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 uses to support the points

Question Stems and Prompts:

- ✓ After reading or researching _____ (literary or informational text/s), write _____ (product) in which you explain your reasons _____ (content). Support your opinion with evidence from the text/s. (Argumentation/Explain)

- ✓ After reading or researching _____(literary or informational text/s), write _____ (product) in which you describe _____ (content). Support your response with evidence from the text/s. (Informational or Explanatory/Describe)

- ✓ After researching_____ (informational text/s), write _____ (product) in which you describe _____ (content). Support your response with evidence from your research. (Narrative/Describe) (http://ldc.org/resources)

Academic Vocabulary	Spanish Cognates
• research	
• analysis	análisis
• evidence	
• literary	literario
• informational	informativo
• details	detalles
• reasons	razones

http://commoncore.tcoe.org/licensing

Anchor Standard
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.

W.4.10
Write routinely over extended time frames (*time for research, reflection, and revision*) and shorter time frames (*a single sitting or a day or two*) for a range of discipline-specific tasks, purposes, and audiences.

Essential Skills and Concepts:

- ❑ 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

Question Stems and Prompts:

- ✓ Write about…Write fast; write freely.
- ✓ You will have ____ minutes to write about …
- ✓ Don't forget to take a few minutes to plan your writing.
- ✓ You need to include at least _____ sources.
- ✓ Use your proofreading checklist when you are editing and revising.
- ✓ Re-read your writing or ask a peer to read it to see if there are additions you need to make.
- ✓ Your research paper must be at least _____ pages long.
- ✓ As you plan your paper, think about to whom and why you are writing.
- ✓ Select a draft you have and incorporate ___ that we learned today.

Academic Vocabulary	Spanish Cognates
• research	
• reflection	reflección
• revise	revisar
• proofread	
• allowed/permitted	permitido
• history	historia
• social sciences	ciencias sociales
• audience	audiencia

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4th Grade–Writing Standards

Anchor Standard
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.

W.4.10
Write routinely over extended time frames (*time for research, reflection, and revision*) and shorter time frames (*a single sitting or a day or two*) for a range of discipline-specific tasks, purposes, and audiences.

Essential Skills and Concepts:

- ❑ 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

Question Stems and Prompts:

- ✓ Write about…Write fast; write freely.
- ✓ You will have ____ minutes to write about …
- ✓ Don't forget to take a few minutes to plan your writing.
- ✓ You need to include at least _____ sources.
- ✓ Use your proofreading checklist when you are editing and revising.
- ✓ Re-read your writing or ask a peer to read it to see if there are additions you need to make.
- ✓ Your research paper must be at least _____ pages long.
- ✓ As you plan your paper, think about to whom and why you are writing.
- ✓ Select a draft you have and incorporate ___ that we learned today.

Academic Vocabulary	Spanish Cognates
• research	
• reflection	reflección
• revise	revisar
• proofread	
• allowed/permitted	permitido
• history	historia
• social sciences	ciencias sociales
• audience	audiencia

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Anchor Standard
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.

SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- **a.** Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **b.** Follow agreed-upon rules for discussions and carry out assigned roles.
- **c.** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **d.** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Essential Skills and Concepts:

- ❑ 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

Question Stems and Prompts:

- ✓ Have you done your reading?
- ✓ What are the rules for our discussions?
- ✓ Ask your shoulder partner…?
- ✓ I will give you 1 minute to tell your partner everything you learned about_____.
- ✓ Does everyone understand what their role is for completing the task?
- ✓ Remember if you are partner A, you will talk first, and partner B will listen.
- ✓ Be prepared to ask several questions that you can discuss with your group or partner.
- ✓ What did your partner/table group say about ___?

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SL.4.1 – (Continued)

- ✓ If you don't understand, be sure to ask your partner to repeat or to clarify.
- ✓ Be sure that everyone in the group has a chance to add his/her opinion.
- ✓ In light of what has already been said, what are your ideas about this …?
- ✓ What words can you use to link your ideas to the ideas that we have already talked about?
- ✓ Be prepared to explain your ideas and what you new understanding you have based on your conversation.
- ✓ Show the group where you are getting your information.
- ✓ How do the ideas of the group connect to your own ideas? How do they differ?

Academic Vocabulary	Spanish Cognates
• discussion	discusión
• conversation	conversación
• group work	
• understanding	
• light	
• role	
• clarify	aclarar
• link	

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SL.4.1 – (Continued)

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• understanding	
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• role	
• clarify	aclarar
• link	

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

SL.4.2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Question Stems and Prompts:
- ✓ 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?
- ✓ How did the media the author used contribute to 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?
- ✓ Evaluate the techniques used in the presentation.

Academic Vocabulary	Spanish Cognates
• diverse	diverso
• media	medios
• orally	oralmente
• portion	
• quantitatively	cuantitativo
• formats	
• charts	
• graphs	gráficos
• video	vídeo
• graphics	gráficas

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- ✓ Evaluate the techniques used in the presentation.

Academic Vocabulary	Spanish Cognates
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• orally	oralmente
• portion	
• quantitatively	cuantitativo
• formats	
• charts	
• graphs	gráficos
• video	vídeo
• graphics	gráficas

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

SL.4.3
Identify the reasons and evidence a speaker **or media source** provides to support particular points. **CA**

Essential Skills:
- ❑ 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

Question Stems and Prompts:
- ✓ Why is the speaker trying to make these particular points?
- ✓ What is this (media) trying to tell you?
- ✓ What reasons does the speaker give to support his points? Are they valid? How do you know?
- ✓ Give an example of the type of evidence the speaker used to support his/her point.
- ✓ Do you believe what the speaker is saying? Why?
- ✓ What reasons made you agree/ disagree with what you heard or saw?
- ✓ Based on what you saw or heard, what conclusions did you come up with?

Academic Vocabulary	Spanish Cognates
• media	medios
• reasons	razones
• speaker	
• support	
• evidence	
• points	puntos
• opinion	opinión
• conclusions	conclusiones

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4th Grade–Speaking and Listening Standards

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

SL.4.3
Identify the reasons and evidence a speaker **or media source** provides to support particular points. **CA**

Essential Skills:
- ❑ 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

Question Stems and Prompts:
- ✓ Why is the speaker trying to make these particular points?
- ✓ What is this (media) trying to tell you?
- ✓ What reasons does the speaker give to support his points? Are they valid? How do you know?
- ✓ Give an example of the type of evidence the speaker used to support his/her point.
- ✓ Do you believe what the speaker is saying? Why?
- ✓ What reasons made you agree/ disagree with what you heard or saw?
- ✓ Based on what you saw or heard, what conclusions did you come up with?

Academic Vocabulary	Spanish Cognates
• media	medios
• reasons	razones
• speaker	
• support	
• evidence	
• points	puntos
• opinion	opinión
• conclusions	conclusiones

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Anchor Standard
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.

SL.4.4
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

a. **Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA**

Essential Skills:
- ❑ 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

Question Stems and Prompts:
- ✓ What topic will you be presenting about in your presentation?
- ✓ After studying _____, your group will write a report and make a presentation.
- ✓ Have you included all the key details your reader needs to know _____?
- ✓ How will you organize your information? Sequentially? Cause and Effect?
- ✓ Which graphic organizer can you use to help you organize your presentation?
- ✓ 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?
- ✓ How are you communicating the theme of your story?

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Anchor Standard
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.

SL.4.4
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

a. **Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA**

Essential Skills:
- ❑ 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
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- ✓ How will you make sure that what you will say is relevant to your main idea?
- ✓ How are you communicating the theme of your story?

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SL.4.4 – (Continued)

Academic Vocabulary	Spanish Cognates
• recount	
• relates	relatar
• recollections	
• insights	
• clear	claro
• appropriate	apropiado
• relevant	
• pace	
• descriptive	descriptivo/a
• rubric	
• theme	tema

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SL.4.4 – (Continued)

Academic Vocabulary	Spanish Cognates
• recount	
• relates	relatar
• recollections	
• insights	
• clear	claro
• appropriate	apropiado
• relevant	
• pace	
• descriptive	descriptivo/a
• rubric	
• theme	tema

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

SL.4.5
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Essential Skills:
- ❑ 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 and Photoshop, to add visuals to presentations
- ❑ Create visual displays such as legends, charts, graphs, and display boards to convey information

Question Stems and Prompts:
- ✓ Add a graphic that will help others understand your ideas.
- ✓ How will you present your information? What technology will you use? Why did you select that format?
- ✓ Can you add a legend to your chart that will help the reader?
- ✓ What type of sound or video clips can you add to your presentation?
- ✓ Insert Clipart, or a picture, to strengthen the details in your report? Let the pictures tell the story.
- ✓ What information can be displayed visually to enhance the theme or main idea?
- ✓ Be sure to use graphics that are appropriate to your grade level and topic.

Academic Vocabulary	Spanish Cognates
• enhance	
• presentation	presentación
• display	
• visually	visualmente
• theme	tema
• audio recordings	
• PowerPoint	
• ClipArt	
• appropriate	apropiado/a

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

SL.4.5
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Essential Skills:
- ❑ 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 and Photoshop, to add visuals to presentations
- ❑ Create visual displays such as legends, charts, graphs, and display boards to convey information

Question Stems and Prompts:
- ✓ Add a graphic that will help others understand your ideas.
- ✓ How will you present your information? What technology will you use? Why did you select that format?
- ✓ Can you add a legend to your chart that will help the reader?
- ✓ What type of sound or video clips can you add to your presentation?
- ✓ Insert Clipart, or a picture, to strengthen the details in your report? Let the pictures tell the story.
- ✓ What information can be displayed visually to enhance the theme or main idea?
- ✓ Be sure to use graphics that are appropriate to your grade level and topic.

Academic Vocabulary	Spanish Cognates
• enhance	
• presentation	presentación
• display	
• visually	visualmente
• theme	tema
• audio recordings	
• PowerPoint	
• ClipArt	
• appropriate	apropiado/a

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4th Grade–Speaking and Listening Standards

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Tim A. Hire, County Superintendent of Schools

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6th edition, 2/2019

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

SL.4.6
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Essential Skills:
- ❒ Know that there are different levels of speech styles
- ❒ Recognize situations when formal or informal English should be use in order to generate an appropriate response
- ❒ Know informal speech is the language used when talking to friends
- ❒ 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

Question Stems and Prompts:
- ✓ 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?
- ✓ How does the audience matter when you are speaking?
- ✓ How can you edit this presentation when you change the audience?

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

SL.4.6
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Essential Skills:
- ❒ Know that there are different levels of speech styles
- ❒ Recognize situations when formal or informal English should be use in order to generate an appropriate response
- ❒ Know informal speech is the language used when talking to friends
- ❒ 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

Question Stems and Prompts:
- ✓ 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?
- ✓ How does the audience matter when you are speaking?
- ✓ How can you edit this presentation when you change the audience?

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SL.4.6 – (Continued)

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

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4th Grade–Speaking and Listening Standards

SL.4.6 – (Continued)

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

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

L.4.1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

Essential Skills and Concepts:

- ❑ Know the rules that govern grammar usage such as;
  - when to use modal verbs to express conditions
  - the order of adjectives in a sentence
  - how to form prepositional phrases
  - how to form complete sentences
  - recognize and correct sentence fragments
  - 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

Question Stems and Prompts:

- ✓ Does that sound/look right?
- ✓ Slowly read what you wrote. Did you write what you just said?
- ✓ Listen as I read what you wrote. Did that sound right?
- ✓ Is there another way to write that word that would be better to use here?
- ✓ Can you think of a homograph that might fit here?
- ✓ Could you write that so that I can read it?
- ✓ Do you need help writing that letter/word?

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

L.4.1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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- **g.** Correctly use frequently confused words (e.g., to, too, two; there, their).*
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Essential Skills and Concepts:

- ❑ Know the rules that govern grammar usage such as;
  - when to use modal verbs to express conditions
  - the order of adjectives in a sentence
  - how to form prepositional phrases
  - how to form complete sentences
  - recognize and correct sentence fragments
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- ✓ 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?

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L.4.1 – (Continued)

- ✓ What is this sentence missing?
- ✓ Did you tell who did what?
- ✓ How can you edit this sentence so that it's not a run-on sentence?
- ✓ Your sentence is grammatically correct, but it doesn't sound right.
- ✓ Did you use your best handwriting?
- ✓ Ask your partner to read your writing and tell you if it is legible.
- ✓ Working with a partner, use the words, ***who***, ***whose***, ***whom***, ***which***, and ***that*** in a question.

Academic Vocabulary	Spanish Cognates
• command	
• run-ons	
• fragments	fragmentos
• Standard English	
• grammar	gramática
• relative pronouns	
• progressive verb tense	
• legibly	legiblemente
• cursive	cursivo
• italics	itálicas
• modal	
• conventional sentence patterns	
• interrogative relative pronouns	
• relative adverbs	adverbios relativos
• confusing	confuso

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L.4.1 – (Continued)

- ✓ What is this sentence missing?
- ✓ Did you tell who did what?
- ✓ How can you edit this sentence so that it's not a run-on sentence?
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Academic Vocabulary	Spanish Cognates
• command	
• run-ons	
• fragments	fragmentos
• Standard English	
• grammar	gramática
• relative pronouns	
• progressive verb tense	
• legibly	legiblemente
• cursive	cursivo
• italics	itálicas
• modal	
• conventional sentence patterns	
• interrogative relative pronouns	
• relative adverbs	adverbios relativos
• confusing	confuso

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

L.4.2
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- **a.** Use correct capitalization.
- **b.** Use commas and quotation marks to mark direct speech and quotations from a text.
- **c.** Use a comma before a coordinating conjunction in a compound sentence.
- **d.** Spell grade-appropriate words correctly, consulting references as needed.

Essential Skills and Concepts:

- ❑ Capitalize words at the beginning of a sentence, 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

Question Stems and Prompts:

- ✓ 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 and punctuate the underlined part of the sentence?
- ✓ How should this be written to show that someone is talking or citing something?
- ✓ There are punctuation errors in this sentence; what are they?
- ✓ Do you know another word like that?
- ✓ Where can you go to find out how to spell a word?
- ✓ Create one compound sentence from these two simple sentences.
- ✓ How can you use the keyboard (right click) to help you spell correctly? How can you use the keyboard (right click) to select a similar word?

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

L.4.2
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- **a.** Use correct capitalization.
- **b.** Use commas and quotation marks to mark direct speech and quotations from a text.
- **c.** Use a comma before a coordinating conjunction in a compound sentence.
- **d.** Spell grade-appropriate words correctly, consulting references as needed.

Essential Skills and Concepts:

- ❑ Capitalize words at the beginning of a sentence, 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
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- ❑ Use dictionaries, or digital media, to look for the correct spelling of a word

Question Stems and Prompts:

- ✓ 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 and punctuate the underlined part of the sentence?
- ✓ How should this be written to show that someone is talking or citing something?
- ✓ There are punctuation errors in this sentence; what are they?
- ✓ Do you know another word like that?
- ✓ Where can you go to find out how to spell a word?
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- ✓ How can you use the keyboard (right click) to help you spell correctly? How can you use the keyboard (right click) to select a similar word?

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L.4.2 – (Continued)

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

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L.4.2 – (Continued)

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

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Anchor Standard
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.

L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **a.** Choose words and phrases to convey ideas precisely.
- **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).

Essential Skills and Concepts:

- ❑ 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

Question Stems and Prompts:

- ✓ 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?
- ✓ How did you show and not tell?

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Anchor Standard
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.

L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **a.** Choose words and phrases to convey ideas precisely.
- **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).

Essential Skills and Concepts:

- ❑ 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
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Question Stems and Prompts:

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- ✓ 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?
- ✓ How did you show and not tell?

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L.4.3 – (Continued)

Academic Vocabulary	Spanish Cognates
• convey	
• precision	precisión
• precise	preciso
• differentiate	diferenciar
• effect	efecto
• formal	formal
• informal	informal
• discourse	discurso
• shades of meaning	

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L.4.3 – (Continued)

Academic Vocabulary	Spanish Cognates
• convey	
• precision	precisión
• precise	preciso
• differentiate	diferenciar
• effect	efecto
• formal	formal
• informal	informal
• discourse	discurso
• shades of meaning	

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Anchor Standard
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.

L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.

- **a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- **c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA**

Essential Skills and Concepts:

- ❑ 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

Question Stems and Prompts:

- ✓ What strategies have you tried to help you figure out what this word means?
- ✓ Have you read the sentences around the word to help you determine what the word means?
- ✓ Go online and search for the meaning of the word.
- ✓ Go online to search for alternate words to use.
- ✓ 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?

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Anchor Standard
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.

L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.

- **a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- **c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA**

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- ❑ Use a print or digital dictionary to locate definitions of key words and phrases
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- ✓ Go online to search for alternate words to use.
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- ✓ Can you find a root or base word in that word that might provide a clue to what that word means?

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L.4.4 - (Continued)

- ✓ Let's talk about how to use the pronunciation guide at the front of the dictionary/available in the online dictionary.
- ✓ Have you asked your group for suggestions for making the language you are using clearer?
- ✓ Are there other words you can use instead of _____?
- ✓ Did you check the thesaurus for other ways you can say/write _____?

Academic Vocabulary	Spanish Cognates
• reference materials	materiales de referencia
• definitions	definiciones
• restatements	
• phrase	frase
• affixes	afijos
• clues	
• precise	preciso
• clarify	aclarar
• multiple-meaning words	

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4th Grade–Language Standards

L.4.4 - (Continued)

- ✓ 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?
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- ✓ Did you check the thesaurus for other ways you can say/write _____?

Academic Vocabulary	Spanish Cognates
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• restatements	
• phrase	frase
• affixes	afijos
• clues	
• precise	preciso
• clarify	aclarar
• multiple-meaning words	

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

L.4.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Essential Skills and Concepts:

- ❑ 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.)

Question Stems and Prompts:

- ✓ 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?
- ✓ How might the use of a simile/metaphor improve writing here?
- ✓ Use a simile/metaphor to add meaning to what you are trying to say here.

Academic Vocabulary	Spanish Cognates
• shades of meaning	
• literal meaning	
• non-literal meaning	
• context	contexto
• purpose	propósito
• describe	describir
• meaning	

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

L.4.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Essential Skills and Concepts:

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• context	contexto
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• describe	describir
• meaning	

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Anchor Standard
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.

L.4.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Essential Skills and Concepts:
- ❑ 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

Question Stems and Prompts:
- ✓ What word would best describe _____?
- ✓ What heading would best describe these words…?
- ✓ Restate that using more precise language?
- ✓ Tell me more about …
- ✓ 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?
- ✓ Which words did the author use to …
- ✓ Edit ___ by replacing some words in order to signal precise actions, emotions, or states of being.

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

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