

RL.3.1

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

Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *ask and answer questions* regarding the plot of Patricia MacLachlan’s *Sarah, Plain and Tall*, explicitly referring to the book to form the basis for their answers.

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RL.2.1: Ask and answer such questions as *who, what, where, when, why*, and how to demonstrate understanding of key details in a 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.



RL.3.2

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

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

Essential Skills/Concept	Academic Vocabulary/Cognates	Teaching Notes and Strategies
<ul style="list-style-type: none"> <input type="checkbox"/> Retell stories in sequential order <input type="checkbox"/> Distinguish different genre: fables, folktales, myths <input type="checkbox"/> Determine the central message, lesson, or moral in a story <input type="checkbox"/> Explain how the central message, lesson, or moral is conveyed through key details 	<ul style="list-style-type: none"> • recount • fable fábula • folktale • myth mito • diverse diverso • culture cultura • central message mensaje central • lesson lección • moral moraleja • convey • key detail(s) • text texto 	<p>SBAC Claim # 1: Read Closely & Critically</p>

Questions Stems
<ul style="list-style-type: none"> ✓ What is the central message (lesson or moral) of the story? ✓ How do you know what the moral to the story is? ✓ How does the author convey the central message (lesson or moral)? ✓ What order was the story written? ✓ How do you know this is a myth? A folktale? A fable? ✓ Explain how the author uses details to convey the message (lesson or moral) of the story.

RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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



RL.3.3

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RL.2.3: Describe how characters in a story respond to major events and challenges.

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).



RL.3.4

Standard: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language (See grade 3 Language standards 4-6 for additional expectations.) CA

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students read Paul Fleischman’s poem “Fireflies,” determining the meaning of *words and phrases* in the poem, particularly focusing on identifying his use of *nonliteral language* (e.g., “light is the ink we use”) and talking about how it suggests meaning.

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

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

RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA

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



RL.3.5

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

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

Essential Skills/Concept:

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & critically

Questions Stems

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

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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.



RL.3.6

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

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

Essential Skills/Concept:

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

SBAC Claim # 1: Read Closely & critically

Questions Stems

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

RL.2.6: Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.



RL.3.7

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

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

Essential Skills/Concept:

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students explain how Mark Teague’s illustrations contribute to what is conveyed in Cynthia Rylant’s *Poppleton* in *Winter* to create the mood and emphasize aspects of characters and setting in the story.

SBAC Claim # 1: Read Closely & critically

Questions Stems

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

RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.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.



RL.3.9

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

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

Essential Skills/Concept:

Academic Vocabulary/Cognates

Teaching Notes and Strategies

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

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

SBAC Claim # 1: Read Closely & critically

Questions Stems

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

RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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.



RL.3.10

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Questions Stems

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

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.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 proficiently, with scaffolding as needed at the high end of the range.



RI.3.1

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

Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.2.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a 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.



RI.3.2

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

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

Essential Skills/Concepts

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

Academic Vocabulary/Cognates

- determine determinar
- recount
- key details
- support

Teaching Notes and Strategies

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

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

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



RI.3.3

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RL.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.



RI.3.4

Standard: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (See **grade 3 Language standards 4-6 for additional expectations.**) CA

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

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

RI.2.4: Determine the meanings of words and phrases in a text relevant to a *grade 2 topic or subject area*. (See **grade 2 Language standards 4-6 for additional expectations.**) CA

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



RI.3.5

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.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.



RI.3.6

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

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

Essential Skills/Concept:

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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.



RI.3.7

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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.



RI.3.8

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.2.8: Describe how reasons support specific points the author makes in a text.

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



RI.3.9

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

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



RI.3.10

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

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

Essential Skills/Concept	Academic Vocabulary/Cognates	Teaching Notes and Strategies
<ul style="list-style-type: none"> <input type="checkbox"/> Know how to use text features to help comprehend informational text <input type="checkbox"/> Have experience reading grade level science textbooks <input type="checkbox"/> Have experience reading grade level history/social science textbooks <input type="checkbox"/> Read informational texts independently and proficiently <input type="checkbox"/> Know how to self-monitor for understanding 	<ul style="list-style-type: none"> • science book • history book • informational text texto informativo • non-fiction text no-ficcion de texto 	
<p>Questions Stems</p> <ul style="list-style-type: none"> ✓ Do you have any questions about what you are reading? ✓ If you don't understand, who can you ask to help you? ✓ Have you tried using the graphics to help you understand what you are reading about? ✓ Have you tried reading this book? ✓ What helps you understand as you are reading the history or science book? 		

RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.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.



RF.3.3

Standard: Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.** CA

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

Anchor:

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Questions Stems

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

RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.** CA

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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.



RF.3.4

Standard: 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.

Anchor:

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Questions Stems

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

RF.2.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text 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.

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.



W.3.1

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

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (*e.g., because, therefore, since, for example*) to connect opinion and reasons.
- d. Provide concluding statement or section.

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

Questions Stems

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

W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (*e.g., because, and, also*), to connect opinion and reasons, and provide a concluding statement or section.

W.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



W.3.2

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

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

See Appendix C: Horse – pages 81 - 21

SBAC Claim # 2: Write effectively

Questions Stems

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

W.2.2: Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

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

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

W.3.3

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

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

See Appendix C: Puppy* - pages 22 - 24

SBAC Claim # 2: Write effectively

Questions Stems

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

W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

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

W.3.4

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

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

Essential Skills/Concept	Academic Vocabulary/Cognates	Teaching Notes and Strategies
<ul style="list-style-type: none"> <input type="checkbox"/> Know how to write in a sequential manner <input type="checkbox"/> Understand why you are writing <input type="checkbox"/> Understand for whom you are writing <input type="checkbox"/> Understand the writing <input type="checkbox"/> Understand how the writing moves from beginning to end, or from introduction to conclusion <input type="checkbox"/> Understand writing purposes such as writing to persuade, inform, entertain <input type="checkbox"/> Recognize and use organizational structures such as chronological order, cause and effect, etc 	<ul style="list-style-type: none"> • organize organizar • purpose proposito • audience • chronological order orden cronológica • sequential order orden secuencial • cause/effect causa/efecto • develop • persuade persuadir • entertain entretener • inform informar 	<p>SBAC Claim # 2: Write effectively</p>
<p>Questions Stems</p> <ul style="list-style-type: none"> ✓ What is the purpose for writing this piece? ✓ How will you persuade your audience? ✓ Why are you writing this piece? ✓ Who will be reading your writing? ✓ Who is your audience? ✓ How will you organize your writing? ✓ What information will you need to add to help your reader understand? ✓ Where can you add more information to help the reader understand? ✓ Are there any events or details you need to add so that your writing is organized well? 		

W.2.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CA

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

W.3.5

Standard: 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 3.)

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

Essential Skills/Concept	Academic Vocabulary/Cognates	Teaching Notes and Strategies
<ul style="list-style-type: none"> <input type="checkbox"/> Organize thoughts and ideas <input type="checkbox"/> Use brainstorming, webs, clusters to help generate ideas before writing <input type="checkbox"/> Seek guidance from peers to help add language and ideas to writing <input type="checkbox"/> Ask adults for help in revising and editing <input type="checkbox"/> Understand and use grammar and spelling conventions <input type="checkbox"/> Edit for word usage and word choice to help strengthen details <input type="checkbox"/> Revise sentences and/or paragraphs for clarity 	<ul style="list-style-type: none"> • develop • plan planear • organize organizar • purpose proposito • editing • revising revisando • proofreading • feedback 	

Questions Stems

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

W.2.5: With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.

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.)



W.3.6

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

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

Essential Skills/Concept

Academic Vocabulary/Cognates

Teaching Notes and Strategies

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

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

Questions Stems

- ✓ Have you and your group decided what you will write about?
- ✓ How will you divide the work so that you all contribute to the project?
- ✓ Where will you save your work until you are ready to print?
- ✓ What program will you use to publish your work? Word? PowerPoint? etc.
- ✓ What online resources can you use to help write your paper?

W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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.



W.3.7

Standard: Conduct short research projects that build knowledge about a topic.

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 4: Conduct Research

Questions Stems

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

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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



W.3.10

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 discipline-specific tasks, purposes, and audiences.

Anchor: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Questions Stems

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

W.2.10: 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. CA

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.



SL.3.1

Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- 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.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 3: Employ effective speaking and listening skills

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

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

SL.2.1: Participate in collaborative conversations with diverse partners about *grade 2 topics* and *text* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

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.

- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.3.3

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

- SBAC Claim # 3:** Employ effective speaking and listening skills
- SBAC Claim # 5:** Use oral and written language skillfully

Questions Stems

- ✓ What is the speaker trying to tell you?
- ✓ What is the speaker doing to support what they are saying?
- ✓ Do you believe what the speaker is saying? Why?
- ✓ What reasons made you agree/ disagree with what you heard or saw?
- ✓ Based on what you saw or heard what conclusions did you come up with?

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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



SL.3.4

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

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 3: Employ effective speaking and listening skills

Questions Stems

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

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- a. **Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA**

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**



SL.3.5

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 3: Employ effective speaking and listening skills

Questions Stems

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

SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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



SL.3.6

Standard: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

- audience
- formal English ingles formal
- informal English ingles informal
- presentation presentación
- respond responder
- specific vocabulary vocabulario especifico

Teaching Notes and Strategies

SBAC Claim # 3: Employ effective speaking and listening skills

Questions Stems

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

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

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.)



L.3.1

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

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

Questions Stems

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

L.2.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

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).
- 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 conventional 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**



L.3.2

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

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

Questions Stems

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

L.2.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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

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

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

L.3.3

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

- a. Choose words and phrases for effect
- b. Recognize and observe differences between the conventions of spoken and written standard English.

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ Have you determined the purpose for your speech/writing/presentation?
- ✓ Who will be your audience?
- ✓ Is the tone or style appropriate to your audience?
- ✓ Have you followed the rules of punctuation and grammar?
- ✓ Did you practice your presentation with your group and did they provide you with feedback?
- ✓ In your group, did you talk about using precise language to convey your ideas?
- ✓ Did you use a thesaurus to locate other ways to say _____?
- ✓ Did you use quotes, questions, or exclamations to add to importance to your writing/presentation?

L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

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

- b. Choose words and phrases to convey ideas precisely.
- c. Choose punctuation for effect.
- d. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).



L.3.5

Standard: Demonstrate understanding of word relationships and nuances in word meanings.

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

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

L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.

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

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

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

L.3.6

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Questions Stems

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

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. *When other kids are happy that makes me happy*).

L.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).

