

RL.4.1

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

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

- 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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



RL.4.2

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

- ❑ 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

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

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RL.3.2: Recount stories, including, fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.



RL.4.3

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).



RL.4.4

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

- ❑ 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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

Questions Stems

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

RL.3.4: 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

RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) CA



RL.4.5

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

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

- 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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.5.5: Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem



RL.4.6

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.



RL.4.7

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).



RL.4.9

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

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.



RL.4.10

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

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

Essential Skills/Concept

Academic Vocabulary/Cognates

Teaching Notes and Strategies

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

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

Questions Stems

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

RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.



RI.4.1

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

Anchor: 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.

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ 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.

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

Questions Stems

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

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.5.2: Determine two or more main ideas and how they are supported by key details; summarize the text.



RI.4.3

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.



RI.4.4

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

- ❑ Know how to use a dictionary to determine the meaning of unknown words.
- ❑ Understand that words may have multiple meanings
- ❑ Use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies.
- ❑ Use antonyms and synonyms as clues to find the meaning of grade level words.
- ❑ Understand that words may be used as figurative language
- ❑ Recognize when words are used as a common idiomatic expression

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

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

Questions Stems

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

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *a grade 3 topic or subject area*. (See **grade 3 Language standards 4-6 for additional expectations.**) CA

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *a grade 5 topic or subject area*. (See **grade 5 Language standards 4-6 for additional expectations.**) CA



RI.4.5

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

Anchor: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

- a. Analyze the use of text feature (e.g., graphics, headers, captions) in consumer materials.

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts.



RI.4.6

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

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

Essential Skills/Concept

Academic Vocabulary/Cognates

Teaching Notes and Strategies

- ❑ Understand that the word *account* is a synonym for a description of an event or experience
- ❑ Understand that a firsthand account is told by someone who was there at the time of the event
- ❑ Understand that a secondhand account is told by someone who learned of the event from someone who was there at the time.
- ❑ Compare/contrast the first and secondhand accounts
- ❑ Describe the differences in the information provided
- ❑ Recognize that the focus of a person that was there at the time would be different from the focus of someone who wasn't there at the time.

- accounts
- experience experencia
- firsthand
- secondhand
- compare and contrast comparar y contrastar
- focus enfoque
- topic
- describe describir
- difference diferencia
- information información

Appendix B Sample Performance Task: Students *compare and contrast a firsthand account of African American ballplayers in the Negro Leagues to a secondhand account of their treatment found in books such as Kadir Nelson's *We Are the Ship: The Story of Negro League Baseball*, attending to the focus of each account and the information provided by each.*

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ Who is providing the information?
- ✓ Where they there at the time that this happened?
- ✓ Compare the account these two people are giving. What are the differences in how they tell the events?
- ✓ Why do you think the information is different?
- ✓ Do you think that the people are looking at the event in the same way? Why might their focus be different?
- ✓ Why do you think the authors describe the events or experiences differently?

RI.3.6: Distinguish their own point of view from that of the author of a text

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.



RI.4.7

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.



RI.4.8

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

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 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.

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).



RI.4.9

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

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

- ❑ 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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

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

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.



RI.4.10

Standard: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Questions Stems

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

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.5.10: By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.



RF.4.3

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

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

Anchor:

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Questions Stems

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

RF.3.3: 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.

RF.5.3: 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.4.4

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
- 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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Questions Stems

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

RF.3.4: 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.

RF.5.4: 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.4.1

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

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.

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

- 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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

See Appendix C: Zoo Trip (4th) page 25 - 26

SBAC Claim # 2: Write Effectively

Questions Stems

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

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

W.4.2

Standard: 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.

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

Academic Vocabulary/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 comunicacion |
| • illustrator | ilustrador |

Teaching Notes and Strategies

SBAC Claim # 2: Write Effectively

Questions Stems

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

W.3.2: Write informative / explanatory texts to examine a topic and convey ideas and information clearly.

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

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (*e.g., headings*), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (*e.g., in contrast, especially*).
- Use precise language and domain specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

W.4.3

Standard: 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.

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.
- 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)

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

See Appendix C: Magic Shoes ** page 27 - 28

SBAC Claim # 2: Write Effectively

Questions Stems

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

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

W.4.4

Standard: 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*

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 2: Write Effectively

Questions Stems

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

W.3.4: 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 standards 1-3 above.)

W.5.4: Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) *CA*

W.4.5

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 4.)

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Questions Stems

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

W.3.5: 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 3.)

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

W.4.6

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

Questions Stems

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

W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.5.6: With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.4.7

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 4: Conduct Research

Questions Stems

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

W.3.7: Conduct short research projects that build knowledge about a topic.

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.



W.4.8

Standard: 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

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

Essential Skills/Concept

- ❑ Know how to use search engines such as Google, Bing, etc.
- ❑ Know how to use the library to locate print resources such as encyclopedias, magazines, and books
- ❑ Summarize information
- ❑ Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers
- ❑ Know how to cite both digital and print sources
- ❑ Know how to organize the information logically
- ❑ Know how to organize the information by categories
- ❑ After reading and gathering information, convey the information in their own words

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 2: Write Effectively

SBAC Claim # 4: Conduct Research

Questions Stems

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

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



W.4.9

Standard: 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”).

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 2: Write Effectively

SBAC Claim # 4: Conduct Research

Questions Stems

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

W.3.9: (Begins in grade 4)

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection and research.

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

W.4.10

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

- 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.

Academic Vocabulary/Cognates

- research
- reflection reflexión
- revise revisar
- proofread
- allowed/permitted permitido
- history historia
- social sciences ciencias sociales
- audience audiencia

Teaching Notes and Strategies

Questions Stems

- ✓ Write about...
- ✓ You will have ____ minutes to write about ...
- ✓ Don't forget to take a few minutes to plan your writing
- ✓ You need to include at least _____ sources.
- ✓ Use your proofreading checklist when you are editing and revising
- ✓ Re-read your writing or ask a peer to read it to see if there are additions you need to make
- ✓ Your research paper must be at least _____ pages long.
- ✓ Think about whom your audience is and why you are writing as you plan your paper.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.10: 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.4.1

Standard: 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.

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

- 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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

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

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.



SL.4.2

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

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

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

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

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

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

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.5.3: Summarize the points a speaker **or media source** makes and explain how each claim is supported by reasons and evidence, **and identify and analyze any logical fallacies.** CA



SL.4.4

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

- 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**

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

- ❑ 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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 3: Employ effective speaking and listening skills

Questions Stems

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

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- a. **Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA**
- b. **Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA**



SL.4.5

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 3: Employ effective speaking and listening skills

Questions Stems

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

SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6

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

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

Essential Skills/Concept

- Know that there are different levels of speech styles
- Recognize situations when formal or informal English should be use in order to be an appropriate response
- Know that language used when talking to friends is informal speech.
- Know that forms of writing such as journals, notes, and text messaging are examples of informal writing
- Use academic, content specific vocabulary when presenting formally
- Use complete sentences in formal presentations or when constructing written essays
- Know that when constructing a formal response, Standard English grammar and language conventions must be used

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 3: Employ effective speaking and listening skills

Questions Stems

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

SL.3.6: 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.)

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)



L.4.1

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

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 3: Employ effective speaking and listening skills

Questions Stems

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

L.3.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

L.5.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.*
- Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.4.2

Standard: 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.

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

Questions Stems

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

L.3.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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

L.5.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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



L.4.3

Standard: 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).

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

- 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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

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

L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.



L.4.4

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

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

Anchor: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Essential Skills/Concept

- Have strategies for solving unknown words
- Understand that the context may provide clues to help determine the meaning of a word or phrase
- Identify the most common Greek and Latin affixes and roots
- Use common Greek and Latin affixes and roots to solve unknown words
- Use a pronunciation guide in a dictionary to help read unknown words
- Know how to use a textbook glossary
- Access reference materials, including digital, to help determine the precise meaning of key words
- Use a print or digital dictionary to locate definitions of key words and phrases
- Identify alternate word choices using print or digital thesauruses or dictionaries

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ What strategies have you tried to help you figure out what this word means?
- ✓ Have you tried looking in the dictionary or glossary to help you figure out that word's meaning?
- ✓ Have you read the sentences around the word to help you determine what the word means?
- ✓ Can you go online and search for the meaning of the word?
- ✓ Are there any prefixes or suffixes that you can use to help you determine the meaning of the word?
- ✓ Can you find a root or base word in that word that might provide a clue to what that word means?
- ✓ Let's talk about how to use the pronunciation guide at the front of the dictionary/available in the online dictionary.
- ✓ Have you asked your group for suggestions for making the language you are using clearer.
- ✓ Are there other words you can use instead of _____?
- ✓ Did you check the thesaurus for other ways you can say/write _____?

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable /disagreeable, comfortable /uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA**

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

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



L.4.6

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

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	Academic Vocabulary/Cognates	Teaching Notes and Strategies
<ul style="list-style-type: none"> ❑ Develop a corpus of grade level academic words and phrases ❑ Determine which word best describes an action, emotion or state of being ❑ Understand that words have nuances and various shades of meaning ❑ Acquire and use words that are basic to understanding a concept 	<ul style="list-style-type: none"> • 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 	
<p>Questions Stems</p> <ul style="list-style-type: none"> ✓ What word would best describe _____? ✓ What heading would best describe these words...? ✓ Can you restate that using more precise language? ✓ Can you tell me more about that? ✓ Why would the author use this word rather than that word? ✓ Have you discovered any new and interesting words? ✓ Let's brainstorm all the words we already know about this topic ✓ Have you used the thesaurus to find another way to say that? 		

L.3.6 Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

L.5.6 : Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

