

4th Grade

English Language Arts Curriculum Essentials Document



Boulder Valley School District
Department of Curriculum and Instruction
April 2012

Introduction

On December 10, 2009, the Colorado State Board of Education adopted the revised English Language Arts: Reading, Writing and Communicating Academic Standards, along with academic standards in nine other content areas, creating Colorado's first fully aligned preschool through high school academic expectations. Concurrent to the revision of the Colorado standards was the Common Core State Standards (CCSS) initiative. These standards present a national perspective on academic expectations for students in kindergarten through high school in the United States. On August 2, 2010, the Colorado State Board of Education adopted the Common Core State Standards, and requested the integration of the Common Core State Standards and the Colorado Academic Standards. All the expectations of the Common Core State Standards are embedded and coded with CCSS in the state standards document and in this BVSD Curriculum Essentials Document.

In addition to standards in English Language Arts (ELA), the Common Core State Standards offer literacy expectations for history/social studies, science, and technical subjects. These expectations, in grades 6 through grade 12, are intended to assist teachers in "using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields." (Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, page 3). These expectations are NOT meant to supplant academic standards in other content areas, but to be used as a literacy supplement. These standards are listed in the Appendix to the Secondary level BVSD Curriculum Essentials Document.

This BVSD Curriculum Essentials Document incorporates all of the Common Core English Language Arts State Standards and the essentials from the Colorado Academic Standards for Reading, Writing and Communicating along with evidence outcomes identified by BVSD teachers. The Grade Level Expectations (GLE) have also been revised as measurable behavioral statements. You will note that the GLEs are similar statements across grade levels. The differences are seen within the Evidence Outcomes listed for each GLE at each grade level. We referenced the multiple resources used to write our BVSD curriculum and used the following notations throughout the CEDs:

Preschool – 12th notations:

- Common Core State Standards (CCSS: #of the grade level standard)
 - Example: (CCSS: RL.3.10)
- State or BVSD Teacher Addition: Brown font
 - Example: b. Speak clearly, using appropriate volume and pitch, for the purpose and audience.

Preschool Only:

The State standards and the preschool *Teaching Strategies GOLD - Objectives for Development & Learning Assessment* was referenced in designing Grade Level Expectations and Evidence Outcomes. You will note parenthetical statements such as (adapted from G.12.a.6) if the GOLD Assessment was used. The G represents GOLD Assessment, 12.a represents the objective number and the 6 represents the student behavior indicator.

This curriculum document is a culmination of an extended, broad-based effort to fulfill the charge issued by the Colorado Department of Education to design a curriculum that meets or exceeds the state standard expectations and to ensure that all students are college and career ready in English Language Arts when they graduate from BVSD. The Boulder Valley English Language Arts: Reading, Writing, and Communicating Curriculum Council would like to thank the many teachers, specialists, and assistants who were contributing writers to this important document.

21st Century Skills and Readiness Competencies in English Language Arts: Reading, Writing, and Communicating

The reading, writing, and communicating subcommittee embedded 21st century skills, school readiness, and postsecondary and workforce readiness skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

Colorado's Description of 21st Century Skills

The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Drama and theatre arts are inherently demonstrated in each of Colorado's 21st century skills, as follows:

Critical Thinking and Reasoning

Critical thinking and reasoning are vital to advance in the technologically sophisticated world we live in. In order for students to be successful and powerful readers, writers, and communicators, they must incorporate critical thinking and reasoning skills. Students need to be able to successfully argue a point, justify reasoning, evaluate for a purpose, infer to predict and draw conclusions, problem solve, and understand and use logic to inform critical thinking.

Information Literacy

The student who is information-literate accesses information efficiently and effectively by reading and understanding essential content of a range of informational texts and documents in all academic areas. This involves evaluating information critically and competently; accessing appropriate tools to synthesize information; recognizing relevant primary and secondary information; and distinguishing among fact, point of view, and opinion.

Collaboration

Reading, writing, and communicating must encompass collaboration skills. Students should be able to collaborate with each other in multiple settings: peer groups, one-on-one, in front of an audience, in large and small group settings, and with people of other ethnicities. Students should be able to participate in a peer review, foster a safe environment for discourse, mediate opposing perspectives, contribute ideas, speak with a purpose, understand and apply knowledge of culture, and seek others' ideas.

Self-Direction

Students who read, write, and communicate independently portray self-direction by using metacognition skills. These important skills are a learner's automatic awareness of knowledge and ability to understand, control, and manipulate cognitive processes. These skills are important not only in school but throughout life, enabling the student to learn and set goals independently.

Invention

Applying new ways to solve problems is an ideal in reading and writing instruction. Invention is one of the key components of creating an exemplary writing piece or synthesizing information from multiple sources. Invention takes students to a higher level of metacognition while exploring literature and writing about their experiences.

Standards in English Language Arts: Reading, Writing, and Communicating

Standards are the topical organization of an academic content area. The four standards of English Language Arts: Reading, Writing, and Communicating are:

1. Speaking and Listening

Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.

Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students in Colorado develop oral language skills in listening and speaking, and master the written language skills of reading and writing. Specifically, holding Colorado students accountable for language mastery from the perspectives of scientific research in linguistics, cognitive psychology, human information processing, brain-behavior relationships, and socio-cultural perspectives on language development will allow students to master 21st century skills and serve the state, region, and nation well.

2. Reading for All Purposes

Literacy skills are essential for students to fully participate in and expand their understanding of today's global society. Whether they are reading functional texts (voting ballots, a map, a train schedule, a driver's test, a job application, a text message, product labels); reference materials (textbooks, technical manuals, electronic media); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.

3. Writing and Composition

Writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

4. Research and Reasoning

Research and Reasoning skills are pertinent for success in a postsecondary and workforce setting. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work.

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects include a separate standard for Language. In this document, those Language expectations are integrated into the four standards above as appropriate.

4th Grade Overview

Course Description	Topics Across All Grades
<p>English Language Arts in Fourth Grade focuses on the continued development of motivated, strategic, constructive, fluent and independent readers, writers, and communicators. The emphasis is on extending oral language abilities and the use of reading and writing processes. Students will read literature and informational texts. They will share responses, express understandings and support opinions using textual evidence both orally and in writing. Students will also use research skills and tools to gather, organize, summarize and present information.</p>	<p>We are developing learners who:</p> <ul style="list-style-type: none"> • Demonstrate independence • Build strong content knowledge • Respond to the varying demands of audience, task, purpose, and discipline • Comprehend as well as critique • Value evidence • Use technology and digital media strategically and capably • Come to understand other perspectives and cultures <p>Who value: Critical thinking and reasoning, informational literacy, collaboration, self-direction and invention</p>
Assessments	Effective Components of English Language Arts
<p>Screeners, diagnostics, interim and summative assessments will be used along with assessments evaluated formatively to plan lessons and provide focused feedback to students. Below are some assessment examples.</p> <ul style="list-style-type: none"> • Observations/Conversations/Work Samples • Group/Individual Projects - Performance tasks (planning, in-progress, final assignments) • District/State Literacy Assessment • Individual Reading Inventories such as Running Records, QRIs, Guided Reading Level Benchmark Books • Questions/Comments/Reading Responses • Peer assessments/ Self assessments 	<p>Teachers in BVSD:</p> <ol style="list-style-type: none"> 1. Provide a literacy block of 120 minutes for reading and writing every day using literature and informational texts, including online resources 2. Evaluate data formatively to plan for: <ol style="list-style-type: none"> a. Reading & Writing Demonstrations b. Shared Reading & Writing c. Guided Reading & Writing <ol style="list-style-type: none"> i. Flexible grouping focused on needs ii. Continuous text: both reading and writing iii. Promote reciprocity between reading and writing through deliberate attention to both <ol style="list-style-type: none"> d. Daily independent reading and writing 3. Immerse students in many types of texts (examples: songs, picture books, rhyming, informational) at independent and instructional reading levels 4. Explicitly and systematically teach foundational and essential skills and strategies for reading and writing utilizing BVSD adopted resources and online resources 5. Provide authentic, meaningful, purposeful, relevant opportunities for students to respond to what is read 6. Ensure students use textual evidence when explaining their learning from reading and writing in all content areas 7. Ensure additional small group instructional time for students not performing at grade level <p style="text-align: right;">Refer to the online version of the BVSD handbook, <i>Literacy Journey</i>, for best practices guidance</p>
Standards	Grade Level Expectations
1. Speaking and Listening	<ol style="list-style-type: none"> 1. Communicate effectively while reporting on a topic, telling a story, or recounting an experience. 2. Listen to other's ideas, forms own opinions, and engages effectively in collaborative discussions.
2. Reading for All Purposes	<ol style="list-style-type: none"> 1. Use a range of strategies efficiently to construct meaning while reading literature. 2. Use a range of strategies efficiently to construct meaning while reading informational texts. 3. Use a range of decoding and vocabulary learning strategies to acquire and use grade-appropriate words and phrases. 4. Read fluently with varied expression and sufficient accuracy to support comprehension.
3. Writing and Composition	<ol style="list-style-type: none"> 1. Use the recursive writing process to create narratives and poems for intended audiences and purposes. 2. Use the recursive writing process to create informative/explanatory and opinion pieces for a variety of audiences and purposes. 3. Apply conventions of standard English grammar and usage, capitalization, punctuation, and spelling consistently.
4. Research and Reasoning	<ol style="list-style-type: none"> 1. Conduct and presents relevant research by taking notes and categorizing information on different aspects of a topic. 2. Use evidence from research and logical reasoning to support own analysis and reflection.

1. Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standard requires students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Common Core Anchor Standards

These are the Common Core Preschool through grade 12 College and Career Readiness Anchor Standards for Speaking and Listening. These anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE Anchor Standards Connected to Speaking and Listening*

Conventions of Standard English

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

Knowledge of Language

3. 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.

Vocabulary Acquisition and Use

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

6. 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.

*Numbers correspond to the six Common Core Language Anchor Standards. Listed here are the ones that connect to Speaking and Listening.

Colorado's Prepared Graduate Competencies

These are the Preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Speaking and Listening Standard:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Content Area: English Language Arts – Fourth Grade		
Standard: 1. Speaking and Listening		
Prepared Graduates: ➤ Use language appropriate for purpose and audience		
GRADE LEVEL EXPECTATION Concepts and skills students master: 1. Communicate effectively while reporting on a topic, telling a story, or recounting an experience.		
Evidence Outcomes	21st Century Skills and Readiness Competencies	
<p>Students can:</p> <p>Presentation of Knowledge and Ideas</p> <p>a. 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. (CCSS: SL.4.4)</p> <p>Presentation of Knowledge and Ideas</p> <p>b. Add audio recordings and visual displays to presentations, when appropriate, to enhance the development of main ideas or themes. (CCSS: SL.4.5)</p> <p>Presentation of Knowledge and Ideas</p> <p>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); use formal English, when appropriate, to tasks and situations. (CCSS: SL.4.6)</p> <p>Knowledge of Language</p> <p>d. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)</p> <p>i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)</p> <p>ii. Choose punctuation for effect. (CCSS: L.4.3b)</p> <p>iii. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)</p>	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What is important to remember to do when presenting ideas to a group? 2. What must a speaker do to prepare to present ideas to a group? 3. Why is it important to use precise vocabulary in presentations? 4. How does a speaker communicate so others will listen and understand the message? 	
		<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Knowing your audience and purpose contributes to your presentations. 2. Speakers use different presentation techniques/strategies to relate to an audience.
		<p>Nature of the Discipline:</p> <ol style="list-style-type: none"> 1. Good communicators acknowledge the ideas of others. 2. Everyone has a role in contributing to a discussion. 3. Oral discussion helps to build connections to others and create opportunities for learning. 4. A speaker's choice of words and style set a tone and define the message. 5. A speaker selects a writing form and organizational pattern based on the audience and purpose.

Content Area: English Language Arts – Fourth Grade		
Standard: 1. Speaking and Listening		
Prepared Graduates:		
<ul style="list-style-type: none"> ➤ Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective ➤ Demonstrate skill in inferential and evaluative listening 		
GRADE LEVEL EXPECTATION		
Concepts and skills students master:		
2. Listen to other's ideas, forms own opinions, and engages effectively in collaborative discussions.		
Evidence Outcomes	21st Century Skills and Readiness Competencies	
<p>Students can:</p> <p>Comprehension and Collaboration</p> <p>a. 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 own ideas clearly. (CCSS: SL.4.1)</p> <p>i. 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. (CCSS: SL.4.1a)</p> <p>ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)</p> <p>iii. 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. (CCSS: SL.4.1c)</p> <p>iv. Review the key ideas expressed and explain own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)</p> <p>Comprehension and Collaboration</p> <p>b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)</p> <p>Comprehension and Collaboration</p> <p>c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)</p>	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Why is paraphrasing someone else's thinking important before sharing other opinions? 2. Why is important to listen to all members in a group before making a decision about an issue or problem? 3. How can discussion increase our knowledge and understanding of an idea(s)? 4. How do speakers express their thoughts and feelings? 	
		<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Listening and supporting ideas while conversing with others is a skill used throughout life. 2. Interacting with others by sharing knowledge, ideas, stories, and interests builds positive relationships. For example, when planning a school festival, students, parents, and teachers work together to develop ideas and plan the work. 3. Businesses of all sizes create communication plans so employees are kept informed and know how and where to offer opinions.
		<p>Nature of Discipline:</p> <ol style="list-style-type: none"> 1. Good communicators acknowledge the ideas of others. 2. Everyone has a role in contributing to a discussion. 3. Effective listeners are able to interpret and evaluate increasingly complex messages.

2. Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Common Core Anchor Standards

These are the Common Core Preschool through grade 12 College and Career Readiness Anchor Standards for Reading and Language. These anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

READING

Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

LANAGAGE Anchor Standards Connected to Reading*

Knowledge of Language

3. 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.

Vocabulary Acquisition and Use

4. 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.

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

6. 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.

*Numbers correspond to the six Common Core Language Anchor Standards. Listed here are the ones that connect to Reading.

Colorado's Prepared Graduate Competencies

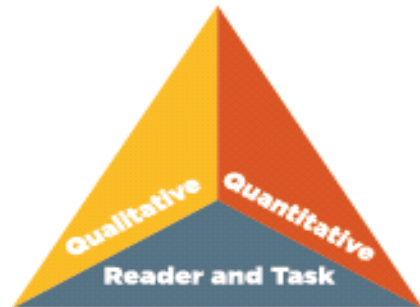
These are the Preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Reading for All Purposes Standard:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

From the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Pages 31 and 57):

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Content Area: English Language Arts – Fourth Grade

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

GRADE LEVEL EXPECTATION

Concepts and skills students master:

1. Use a range of strategies efficiently to construct meaning while reading literature.

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none">a. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)b. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. (CCSS: RL.4.2)c. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.3)d. Summarize text by identifying and sequencing important ideas, and by providing supporting details, while maintaining sequence.e. 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). (CCSS: RL.4.4)f. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved). <p>Craft and Structure</p> <ol style="list-style-type: none">g. 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). (CCSS: RL.4.4)h. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, and meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, and stage directions) when writing or speaking about a text. (CCSS: RL.4.5)i. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS:	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. How do people use reading strategies to better understand different types of writing?2. Why might readers compare themselves (similarities and differences) to characters in a text?3. How do authors use events throughout a text to prepare readers for the ending of the text?4. Why is it important to be able to use details and examples in texts to support your statements about a text?5. How does reading enjoyment contribute to lifelong learning? <p>Relevance and Application:</p> <ol style="list-style-type: none">1. Readers who recognize and understand point of view, conflict, and theme in literature can make comparisons to relationships and events occurring in their own lives.2. Recognizing differences in text structures supports the reader to comprehend a variety of texts3. Readers ensure they understand or comprehend what they read. <p>Nature of Discipline:</p> <ol style="list-style-type: none">1. Readers continually monitor their thinking as they read.2. Reading is the creation and recreation of meaning, therefore comprehension is the ultimate goal of readers.3. Readers use comprehension strategies automatically without thinking about them.4. Reading is a way to explore personal interests, answer important questions, satisfy a need for information, and to be entertained.5. Readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

RL.4.6)

Integration of Knowledge and Ideas

- j. 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. (CCSS: RL.4.7)
- k. 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. (CCSS: RL.4.9)

Range of Reading and Complexity of Text

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

Content Area: English Language Arts – Fourth Grade

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

GRADE LEVEL EXPECTATION

Concepts and skills students master:

2. Use a range of strategies efficiently to construct meaning while reading informational texts.

Evidence Outcomes

21st Century Skills and Readiness Competencies

Students can:

Key Ideas and Details

- a. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)
- b. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
- c. 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. (CCSS: RI.4.3)

Craft and Structure

- d. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)
- e. 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. (CCSS: RI.4.5)
- f. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)
- g. Identify common organizational structures (e.g., paragraphs, topic sentences, and concluding sentences), and explain how they aid comprehension.
- h. Skim materials to develop a general overview of content.
- i. Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage).
- j. Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information.

Inquiry Questions:

1. How can readers learn about themselves, others, and the world from reading informational texts?
2. How do text features support readers to easily access information in informational texts?
3. How do readers know if the text is informing them or trying to persuade them?
4. How does comprehension of informational text contribute to lifelong learning?

Relevance and Application:

1. Readers interpret intended messages from various types of informational texts (such as billboards, web pages, and posters).
2. The skills used in reading comprehension transfers to readers' ability to understand and interpret events.
3. Throughout life, people will be asked to retell or recount events that have occurred.

Nature of Discipline:

1. Readers read for enjoyment and information.
2. Readers connect their reading to previous sections within the text and to other resources.
3. Reading informational texts helps people understand themselves and make connections to the world.
4. Readers gather information from multiple sources. Comparing what they know to what they want to learn helps construct new meaning.
5. Readers can share facts after reading an informational text.
6. Texts have consistent features that support the reader

Integration of Knowledge and Ideas

- k. 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. (CCSS: RI.4.7)
- l. Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
- m. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)

Range of Reading and Complexity of Text

- n. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding, as needed, at the high end of the range. (CCSS: RI.4.10)

to access information written texts.

Content Area: English Language Arts – Fourth Grade	
Standard: 2. Reading for All Purposes	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary ➤ Demonstrate comprehension of a variety of informational, literary, and persuasive texts 	
GRADE LEVEL EXPECTATION	
Concepts and skills students master:	
3. Use a range of decoding and vocabulary learning strategies to acquire and use grade-appropriate words and phrases.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>Phonics and Word Recognition</p> <p>a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)</p> <p>i. 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. (CCSS: RF.4.3a)</p> <p>Vocabulary Acquisition and Use</p> <p>b. 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. (CCSS: L.4.4)</p> <p>i. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (CCSS: L.4.4b)</p> <p>iii. Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness).</p>	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Why is it vital for readers to clarify the meaning of unfamiliar and multiple-meaning words? 2. How can analyzing word structures help readers understand word meanings? 3. How does knowledge of word parts increase vocabulary and deepen comprehension of text? 4. How have other languages and cultures influenced the English language? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Changing accent changes the meaning of words (CONtest, conTEST). 2. Understanding root words can help readers determine the meaning of unfamiliar words. 3. The spelling of multisyllabic root words can change when suffixes are added (transfer, transferrable). 4. Announcers read stylized print with appropriate inflection. 5. Language is continuously evolving as a reflection of human evolution.

- iv. Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught.
- v. Read multisyllabic words with and without inflectional and derivational suffixes.
- vi. Infer meaning of words using explanations offered within a text.
- vii. 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. (CCSS: L.4.4c)

Vocabulary Acquisition and Use

- c. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
 - i. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS: L.4.5a)
 - ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)
 - iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)
- d. **Vocabulary Acquisition and Use** – 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). (CCSS: L.4.6)

Nature of Discipline:

1. The ability to notice accent is essential for successful communication.
2. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language.
3. Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
4. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

Content Area: English Language Arts – Fourth Grade

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

GRADE LEVEL EXPECTATION

Concepts and skills students master:

- 4. Read fluently with varied expression and sufficient accuracy to support comprehension.

Evidence Outcomes

21st Century Skills and Readiness Competencies

Students can:

Fluency

- a. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
 - i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
 - ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)

Inquiry Questions:

- 1. As readers think about the tone and message of the text, how can they use intonation and expression to make meaning clear?
- 2. How does fluency affect comprehension?
- 3. Why does a reader, who is reading silently, need to monitor their fluency?

Relevance and Application:

- 1. It is important to read accurately and fluently to understand what is being read.

Nature of Discipline:

- 1. Reading with prosody increases comprehension and fluency. These are skills of proficient readers.
- 2. Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- 3. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- 4. Fluent readers group words quickly to help them gain meaning from what they read.

3. Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

From the Common Core State Standards Expectations for EACH grade level:

“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.”

Common Core Anchor Standards

These are the Common Core Preschool through grade 12 College and Career Readiness Anchor Standards for Writing and Language. These anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

WRITING

Text Types and Purposes (*These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

LANGUAGE Anchor Standards Connected to Writing*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. 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.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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.

*Numbers correspond to the six Common Core Language Anchor Standards. Listed here are the ones that connect to Writing.

Prepared Graduate Competencies

These are the Preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Writing and Composition standard:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing

Content Area: English Language Arts – Fourth Grade		
Standard: 3. Writing and Composition		
Prepared Graduates:		
<ul style="list-style-type: none"> ➤ Write with a clear focus, coherent organization, sufficient elaboration, and detail ➤ Implement the writing process successfully to plan, revise, and edit written work ➤ Master the techniques of effective informational, literary, and persuasive writing 		
GRADE LEVEL EXPECTATION		
Concepts and skills students master:		
1. Use the recursive writing process to create narratives and poems for intended audiences and purposes.		
Evidence Outcomes	21st Century Skills and Readiness Competencies	
<p>Students can:</p> <p>Text Types and Purposes</p> <p>a. Plan and write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)</p> <p>i. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)</p> <p>ii. Choose planning strategies to support text structure and intended outcome.</p> <p>iii. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)</p> <p>iv. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)</p> <p>v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)</p> <p>vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)</p> <p>vii. Write poems that express ideas or feelings using imagery, figurative language, and sensory details.</p> <p>viii. Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose.</p> <p>Production and Distribution of Writing</p> <p>b. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)</p> <p>Production and Distribution of Writing</p> <p>c. With guidance and support from peers and adults, develop</p>	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How do graphic organizers assist writers? 2. How do writers create a visual image for readers? 3. How does knowledge of writing process refine skills, increase confidence, and shape insight? 4. How do writers communicate purposefully and clearly with various audiences? 5. How do effective writers hook and hold readers and make writing easy to follow? 6. How does revising and editing strengthen ideas, organization, voice, word choice sentence fluency, and conventions? 	
		<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Writers who are diligent about their word choices increase the likelihood that intended audiences will understand the precise message that writers are attempting to convey
		<p>Nature of Discipline:</p> <ol style="list-style-type: none"> 1. Personal experiences can inspire a wide variety of writing. 2. Writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. 3. Writers select a form based on their audience and purpose.

and strengthen writing, as needed, by planning, revising, and editing. (CCSS: W.4.5)

Production and Distribution of Writing

- d. 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. (CCSS: W.4.6)

Range of Writing

- e. 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. (CCSS: W.4.10)

Content Area: English Language Arts – Fourth Grade

Standard: 3. Writing and Composition

Prepared Graduates:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing

GRADE LEVEL EXPECTATION

Concepts and skills students master:

- 2. Use the recursive writing process to create informative/explanatory and opinion pieces for a variety of audiences and purposes.

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <p>Text Types and Purposes</p> <p>a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)</p> <ul style="list-style-type: none">i. 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. (CCSS: W.4.1a)ii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)iii. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)iv. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d) <p>Text Types and Purposes</p> <p>b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)</p> <ul style="list-style-type: none">i. 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. (CCSS: W.4.2a)ii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).iii. Choose planning strategies to support text structure and intended outcome.iv. Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose.v. Organize relevant ideas and details to convey a central idea or prove a point.vi. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. What forms of writing assist writers in sharing information?2. How do authors know what information is accurate and credible?3. Why would it be important for authors to label illustrations, photos, graphs, charts, or other media?4. How is informational writing different from narrative writing?5. How is word choice affected by audience and purpose?6. How are writers persuasive without being biased?7. How does formatting aid readers?8. How is writing a tool for thinking, solving problems, exploring issues, constructing questions, and addressing inquiry. <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Writers organize informative/explanatory writing differently than literary writing.2. Writers use digital resources to add graphics and visual effects to a project to make a specific impact on audiences.3. Businesses use proposals to persuade consumers to buy their products.4. Writing is a tool for thinking: solving problems, exploring issues, constructing questions, and addressing inquiry. <p>Nature of Discipline:</p> <ul style="list-style-type: none">1. Writers use transitions in their writing to make shifts clearer and easier to follow.2. Writers often use visuals to help convey their message.3. Elements of reasoning, through carefully chosen facts and details, are necessary to use when sharing opinions with an audience.4. Key purposes for writing informational text include: to describe, to explain, to instruct, to persuade, and to retell.

related to the topic. (CCSS: W.4.2b)

vii. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS: W.4.2c)

viii. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)

ix. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)

Production and Distribution of Writing

c. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)

Production and Distribution of Writing

d. With guidance and support from peers and adults, develop and strengthen writing, as needed, by planning, rereading, revising, and editing to ensure writing makes sense. (CCSS: W.4.5)

Production and Distribution of Writing

e. 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. (CCSS: W.4.6)

Range of Writing

f. 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. (CCSS: W.4.10)

Content Area: English Language Arts – Fourth Grade

Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

GRADE LEVEL EXPECTATION

Concepts and skills students master:

- 3. Apply conventions of standard English grammar and usage, capitalization, punctuation, and spelling consistently.

Evidence Outcomes	21st Century Skills and Readiness Competencies
--------------------------	--

Students can:

Conventions of Standard English

- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
 - i. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a)
 - ii. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b)
 - iii. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (CCSS: L.4.1c)
 - iv. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)
 - v. Form and use prepositional phrases. (CCSS: L.4.1e)
 - vi. Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to enhance sentence fluency in writing.
 - vii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)
 - viii. Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)

Conventions of Standard English

- b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
 - i. Use correct capitalization. (CCSS: L.4.2a)
 - ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)
 - iii. Use a comma before a coordinating conjunction in a

Inquiry Questions:

- 1. How do rules of language affect communication?
- 2. How do writers prepare their writing for different audiences?
- 3. What is the purpose of applying appropriate conventions of standard English?
- 4. How can use of spelling rules and patterns improve written communication?
- 5. How is the written word different from the spoken word?
- 6. How do writers use technology to support the writing process?

Relevance and Application:

- 1. Proper grammar usage is important in speaking and writing so that the speaker's and writer's precise message is understood.
- 2. Writers use a range of resources including technology as revising and editing tools.
- 3. Writers use accurate vocabulary, grammar, usage, and mechanics to add clarity to writing.

Nature of Discipline:

- 1. Universal conventions are devised to ensure all readers everywhere will understand a message.

compound sentence. (CCSS: L.4.2c)

- iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)

Knowledge of Language

- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
 - i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
 - ii. Choose punctuation for effect. (CCSS: L.4.3b)
 - iii. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)

4. Research and Reasoning

Research and Reasoning skills are pertinent for success in postsecondary and workforce settings. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work. Below and on the next page are the Common Core Anchor Standards and Colorado's Prepared Graduate Competencies.

Common Core Anchor Standards

These are the Common Core Preschool through grade 12 College and Career Readiness Anchor Standards for Writing that connect to Research and Reasoning. These anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

WRITING

Text Types and Purposes (These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

LANGUAGE Anchor Standards Connected to Research and Reasoning*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. 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.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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.

*Numbers correspond to the six Common Core Language Anchor Standards. Listed here are the ones that connect to Research and Reasoning.

Colorado's Prepared Graduate Competencies

These are the preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Research and Reasoning standard:

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

Content Area: English Language Arts – Fourth Grade		
Standard: 4. Research and Reasoning		
Prepared Graduates:		
<ul style="list-style-type: none"> ➤ Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues ➤ Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions ➤ Use primary, secondary, and tertiary written sources to generate and answer research questions 		
GRADE LEVEL EXPECTATION		
Concepts and skills students master:		
1. Conduct and present relevant research by taking notes and categorizing information on different aspects of a topic.		
Evidence Outcomes	21st Century Skills and Readiness Competencies	
<p>Students can:</p> <p>Research to Build and Present Knowledge</p> <p>a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)</p> <p>Research to Build and Present Knowledge</p> <p>b. Recall relevant information from experiences, or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)</p> <p>i. Identify a topic and formulate open-ended research questions for further inquiry and learning.</p> <p>ii. Present a brief report of research findings to an audience.</p> <p>iii. Identify relevant sources for locating information</p> <p>iv. Locate information using text features, (appendices, indices, glossaries, and table of content).</p> <p>v. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources).</p> <p>vi. Read for key ideas, take notes, and organize information read (using graphic organizer).</p> <p>vii. Interpret and communicate the information learned by developing a brief summary with supporting details.</p> <p>viii. Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, and models).</p>	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How do writers support their ideas and opinions? 2. How do text features support writers to gather appropriate research data? 3. How do researchers begin research projects? 4. How do writers/researchers include the perspectives, thinking, or opinions of others as they learn? 	
		<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Writers plan, write, and present information that reflects their point of view. 2. Researchers start by examining what they know and using an inquiry process to investigate their questions. 3. Researchers who use multiple resources create a stronger research project. 4. Digital resources can be used to summarize and organize thinking while researching and while presenting information. 5. Social networking tools can be used to create and share research information.
		<p>Nature of Discipline:</p> <ol style="list-style-type: none"> 1. Researchers use many sources of information including digital resource guides and texts' table of contents, glossaries, and appendices. 2. Writers/Researchers/Presenters must be precise and share key points so the reader/audience will be able to follow their reasoning.

Content Area: English Language Arts – Fourth Grade	
Standard: 4. Research and Reasoning	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Articulate the position of self and others using experiential and material logic ➤ Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions ➤ Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration ➤ Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues 	
GRADE LEVEL EXPECTATION	
Concepts and skills students master:	
2. Use evidence from research and logical reasoning to support own analysis and reflection.	
21st Century Skills and Readiness Competencies	
Students can: Research to Build and Present Knowledge a. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9) i. 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].”). (CCSS: W.4.9.a) ii. 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”). (CCSS: W.4.9.b) b. Consider negative, as well as positive implications, of own thinking or behavior, or others’ thinking or behavior. c. State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict) d. Identify key concepts and ideas. e. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth.	Inquiry Questions: 1. How do readers identify key concepts and ideas/ 2. How does a reader/researcher know they clearly understand the concepts and topics? 3. What strategy do readers use to help them identify the key concepts or main ideas of a text? 4. How does elaborating help audiences clearly understand a concept?
	Relevance and Application: 1. Concepts and ideas reflect prior knowledge and experiences. 2. Writers/Researchers/Presenters acknowledge that further reading or research can increase their depth of understanding.
	Nature of Discipline: 1. Researchers understand that clear concepts and ideas must be supported with facts. 2. Good communicators are able to state the issue or concept, elaborate on it, and have an example to clearly express their thinking.

Conventions Scope & Sequence

Exposure
 Mastery
 Independent Usage

Use <i>CAPITALIZATION</i> for...	K	1	2	3	4	5	6	7	8	9	10	11	12
first word in a sentence													
the pronoun I													
first and last name													
titles used with names (Mr. Mrs. President, Senator, Dr. etc)													
dates (January 3)													
names of people													
holidays													
calendar words (days, months)													
product names													
geographic names													
book/song/story titles													
words used as names (Uncle John)													
speaker's first word in dialogue													
races and nationalities													
religions													
languages													
names of organizations													
historical events													
acronyms													
Use <i>PERIODS, QUESTION MARKS, AND EXCLAMATION MARKS</i> to...	K	1	2	3	4	5	6	7	8	9	10	11	12
recognize and name ending punctuation													
end sentences													
show abbreviations and after a person's initials (e.g., St., R.K)													
choose punctuation for effect													
write and punctuate compound and complex sentences													
format and punctuate dialogue													
Use <i>COMMAS</i> to...	K	1	2	3	4	5	6	7	8	9	10	11	12
write out dates (January 1, 2011)													

separate single words in a series														
separate a series of numbers														
write greetings and closings in letters														
punctuate addresses (e.g., between city and state)														
punctuate dialogue														
for effect														
mark direct speech and quotations from a text														
place before a coordinating conjunction in a compound sentence														
separate an introductory element from the rest of the sentence														
set off interruptions and interjections														
set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>)														
set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>)														
indicate direct address (e.g., <i>Is that you, Steve?</i>)														
set off nonrestrictive/parenthetical elements														
separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>)														
write and punctuate compound and complex sentences correctly														
indicate a pause or break														
format and punctuate dialogue correctly														
Use APOSTROPHES for...	K	1	2	3	4	5	6	7	8	9	10	11	12	
contractions (I'm, we're, etc.)														
frequently occurring possessives (Ashley's, Mom's, etc)														
showing ownership: singular, plural, shared possessives														
forming possessives with indefinite pronouns (everybody's, others', anybody's)														
Use ABBREVIATIONS for...	K	1	2	3	4	5	6	7	8	9	10	11	12	
titles of people's names (Dr., Mrs., etc)														
calendar words														
states														
addresses														
acronyms														
Use QUOTATION MARKS to...	K	1	2	3	4	5	6	7	8	9	10	11	12	

choose punctuation for effect													
mark direct speech and quotations from a text													
indicate titles of works													
emphasize special words													
write and punctuate compound and complex sentences correctly													
format and punctuate dialogue correctly													
Use <i>UNDERLINING & ITALICS</i> for...	K	1	2	3	4	5	6	7	8	9	10	11	12
titles of works													
special words													
emphasis													
Use <i>PARENTHESES</i> to...	K	1	2	3	4	5	6	7	8	9	10	11	12
set off nonrestrictive/parenthetical elements													
Use <i>HYPHENS</i> to...	K	1	2	3	4	5	6	7	8	9	10	11	12
choose punctuation for effect													
separate numbers (e.g., forty-three)													
form compound words (e.g., merry-go-round editor-in-chief)													
separate numbers in a fraction													
divide a word													
create new words													
form an adjective (e.g., family-friendly, etc.)													
join letters or words,													
avoid confusing or awkward spelling													
follow hyphenation conventions													
Use <i>COLONS & SEMI COLONS</i> for...	K	1	2	3	4	5	6	7	8	9	10	11	12
separating items in a series (semi colons)													
introduction of a list (colons)													
formal introductions (colons)													
a business letter (colons)													
writing numbers in time (e.g., 4:30)													
emphasis (colons)													
punctuating compound and complex sentences													
joining and setting off two independent clauses (semicolon)													
conjunctive adverbs (semicolon)													

Elementary Academic Vocabulary for English Language Arts: Reading, Writing, and Communicating

abstract noun	A noun that names a thing that cannot be touched or seen such as a concept, idea, experience, state of being, trait, quality, or feeling (e.g. freedom, love, happiness, democracy, honesty, pain, sympathy).
abridged	A condensed version of a text that still maintains the overarching theme.
active voice	One of the two “voices” of verbs . When the verb of a sentence is in the active voice, the subject is doing the acting, as in the sentence “Kevin hit the ball.” Kevin (the subject of the sentence) acts in relation to the ball.
adage	A traditional saying that expresses something considered to be a general truth.
adjective	A word or phrase that describes a noun or pronoun. (e.g. Male peacocks have beautiful feathers. The feathers are colorful .)
adventure story	A story about an exciting or unexpected event or course of events often involving a risky undertaking of unknown outcome.
adverb	A word that describes a verb, an adjective, or another adverb. Most adverbs tell where, how, or when. Adverbs often end in -ly, but not always (e.g., The first pitch curved <i>inside</i> . - tells where; Roberto hit the next pitch <i>hard</i> . - tells how; Roberto ran <i>immediately</i> . - tells when).
affix	A letter or group of letters which are added to the beginning or end of a word to make a new word; such as ' un happy' and 'care less '; prefixes, suffixes, and endings that add meaning to a word or change the tense or part of speech of a word.
alliteration	The repeating of the beginning consonant sounds in words (e.g. The dog danced down the driveway.)
analogy	A similarity between like features of two things on which a comparison may be based. (e.g. “A rudder is to a ship as a goal is to a person.”)
analyze	To examine critically, so as to bring out the essential elements. To examine carefully and in detail so as to identify causes, key factors, possible results, etc.
antagonist	A character in a story or poem that deceives, frustrates, or works against the main character or protagonist in some way. The antagonist need not be a person; it could be death, the devil, an illness, or any challenge that prevents the main character from attaining his or her goals.
antonym	The opposite of another word (e.g., large/small; hard/soft; in/out).
APA	American Psychological Association (APA) format is an editorial style developed for writers in the social and behavioral sciences. This format emphasizes simple, direct, concise writing.
approximation	Learning through making attempts, even if attempts are not completely successful.
archetype	A narrative design, character type, or image said to be identifiable in a wide variety of works of literature.

argument	<u>A disagreement or opposing point of view. In writing and speech, argument is one of the traditional modes of discourse which defines a course of reasoning aimed at demonstrating truth or falsehood.</u>
article	The word that comes before a noun – a, an, and the. (e.g. A dog ate the shoe. I love to eat an apple for snack.)
aside	The act of saying something away from others or in privacy; a technique used commonly in the theater.
assessment	A means for gathering information or data that reveals what learners control, partially control, or do not yet control consistently.
assonance	The repetition in words of identical or similar vowel sounds followed by different consonant sounds.
attending (reading process)	When sampling text, paying particular attention to visual information to construct a sense of the text.
audience	The person or group of people who read or hear what someone has written.
author	The person who produces a piece of writing.
autobiography	The story of a real person's life that is written by that person.
automaticity	Rapid, accurate, fluent word decoding without conscious effort or attention.
background knowledge/schema	Background knowledge/schema is using what the reader already knows about a subject that will help him gain new information and bring meaning to new information.
bibliography	A list of all the works and sources of information <i>consulted</i> while undertaking research for a paper or presentation.
biography	The story of a real person's life that is written by another person.
blend	A combination of two or more sounds.
brainstorming	Collecting ideas by thinking freely and openly about all the possibilities; used often with groups.
breadth	A wide range or extent.
cause and effect	A method of paragraph or essay development in which a writer analyzes the reasons for and/or the consequences of an action, event, or decision.

character	A person who takes part in the action of a story, novel, or a play. A Character can also be an animal, or imaginary creature in a piece of writing.
character traits	Traits are the basic orientation of the character. Bravery, cruelty and/or intolerance are all examples of character traits.
characterization	The representation of individuals in literary works. This may include direct methods like the attribution of qualities in description or commentary and indirect methods inviting readers to infer qualities from characters' actions, speech, or appearance. A flat character is one who remains undeveloped. A round character is one that is fully developed. A character that does not undergo change is referred to as static. A character that undergoes some transformation is called dynamic.
choral reading	To read aloud in unison with a group.
chronology	A record of events in the order of their occurrence; an arrangement of events in time.
citation	A brief notation of a scholarly source. It gives credit to the author of the material utilized. A citation is imperative for readers to research the finding of one's information. It also protects the writer reusing the material from plagiarism and possible copyright infringement.
cite	Quote (a passage, book, or author) as evidence for or justification of an argument or statement. (Not to be confused with website or sight.)
claim	An assertion of the truth of something. A claim expresses a specific position on some doubtful or controversial issue that the arguer wants the audience to accept. When confronting any message, especially a complex one, it is useful to begin by identifying the claims that are made.
climax	The most important or exciting event or point usually occurring the near the end of a story.
cohesiveness	The degree to which the ideas are said to "hang together" or the degree to which elements of the story are consistent, logical, and reasonable, given the whole story.
collaborative conversations	Conversation in which participants adhere to rules of the discussion, and accept roles/responsibilities for the successful outcome of the conversation.
collaborative discussion	A conversation in which each member of a group helps one another to better understand something (a piece of writing, idea, message, etc.) through shared exploration and respectful speaking and listening.
comma	1. Used before the conjunction in a compound sentence (e.g. I'd hoped to give my dog a bath, but I'm not sure that's possible.) 2. Used to separate items in a list (e.g. I bought my dog a dish, a collar, a leash, and some treats.) 3. Used to separate a date and a year, and a city and a state (e.g. My dog was born in Boise, Idaho on June 1, 1998.) 4. Used before quotation marks in a sentence (e.g. Then Bob told me, "I really love your dog.")
compare and contrast	To analyze in order to show similarities (compare) and differences (contrast) of a topic.
complex sentence	A sentence that has at least one independent clause and one dependent clause.
comprehension	Using a system of strategic actions, smoothly and in coordination, to get meaning while reading texts.

comprehension strategies	Strategies used to teach kids to read strategically, showing them how to construct meaning when they read. Creating and validating predictions, questions and inferences, monitoring understanding of the text, clarifying the confusing parts, summarizing, synthesizing and connecting text events to their own prior knowledge and experiences are all examples of comprehension strategies.
compound sentence	A sentence that contains two independent clauses joined by a coordinator (for, and, or, but, etc.).
concluding statement	The sentence very near or at the end which sums up the main point in a paragraph or story.
concrete details	Details directly from the story that answers a question. The detail is not inferred thus is found directly in written material.
conflict	The problem a character faces in piece of literature. There are five types of conflict: Man vs. Man; Man vs. Society; Man vs. Himself; Man vs. Nature; and Man vs. Fate (destiny).
conjunction	Connects individual words or groups of words (e.g. as, and, because, but, however, neither, although, unless).
connotation	The suggestion of a meaning by a word apart from the thing it explicitly names or describes. The attitudes and feelings associated with a word. These associations can be negative or positive and have an important influence on style and meaning.
consonance	The repetition of a final consonant sound in words with different vowels.
context	The part of a text or statement that surrounds a particular word or passage and determines its meaning. The meaning comes from the words themselves, the word order, and the combination of the words.
contraction	When an apostrophe is used to show that one or more letters have been left out when two words are put together to form one word (e.g. do not = don't; they will = they'll).
conventions	Formal usage that has become customary in written language. Grammar, capitalization and punctuation are three categories of conventions in writing.
conversation	The spoken exchange of thought, feeling and opinions.
credibility	The quality of being convincing or believable, or worthy of trust; often used to measure whether or not the information the writer uses is trustworthy.
data	Factual information (as measurements or statistics) used as a basis for reasoning, discussion, or calculation.
decoding	Using letter-sound relationships to translate a word from a series of symbols to a unit of meaning.
deductive reasoning	The form of logic in which, if the premises in an argument are all true, and the argument's form is valid, the conclusion is inescapably true.
demonstration	Modeling how proficient readers and writers work through all aspects of the reading and writing process, and the decisions they make while reading/writing.

denotation	The literal or dictionary definition of a word. Denotation contrasts with connotation.
descriptive writing	When a writer uses words to paint a picture of a person, a place, a thing, or an idea specific details in the mind of the reader.
descriptive poems	A poem that uses imagery and the five senses of taste, smell, feel, touch, and sight to bring the subject to life for the reader.
dialect	A regional variety of language. In most languages, including English and Spanish, dialects do not interrupt understanding; the differences are actually minor.
dialogue	The conversation between characters in a drama or narrative. A dialogue occurs in most works of literature. It moves the action along in a work and helps to characterize the personality of the speakers.
dictate	To say or read aloud something for another person to transcribe.
digraph	Two successive letters that make a single sound. For example, the ea in bread, or the ng in sing.
digression	Material not strictly relevant to the main theme or plot of a piece of writing or speech.
diphthong	Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable. For example, oy in the word boy.
directionality	The orientation of print. In the English language, directionality is from left to right.
domain specific words and phrases	Vocabulary specific to a particular field of study (domain); in the Standards, <i>domain-specific words and phrases</i> are analogous to Tier Three words.
drafting	A stage of the writing process during which a writer organizes information and ideas into sentences and paragraphs. This involves working through technical aspects such as handwriting, spelling and punctuation, to transfer ideas from plan to paper.
drama	A work to be performed by actors on stage, radio, or television; the genre of literature represented by works intended for the stage; a situation or sequence of events that is highly emotional, tragic, or turbulent.
editing (writing process)	The process of correcting the surface features (grammar, spelling and punctuation) of writing. For emergent and early writers, the process of the teacher correcting the surface features (grammar, spelling and punctuation) of student writing that the student has yet to master. The purpose being to bring the piece to conventional form.
elaborate	To give more details about something; to discuss something more fully.
emergent literacy	Early behaviors such as "reading" from pictures and "writing" with scribbles are examples of emergent literacy and are an important part of children's literacy development.
enunciation	Carefully pronounced and articulated speech for the purpose of communicating effectively with an audience.

environmental print	Symbols and texts found in everyday life situations (i.e., signs, logos, labels, etc.).
epic	A long narrative poem on a great and serious subject, often about the deeds of a great hero or heroes.
essential question	A question that is not answerable with finality in a brief sentence. Its aim is to stimulate thought, to provoke inquiry, and to spark more questions, not just pat answers.
evaluate	To estimate the nature, quality, ability, extent, or significance of;
events (story)	The situations and events in a story.
evidence	Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others. Evidence should be in an appropriate form and be derived from a source accepted as appropriate to a particular discipline.
exclamation point	Punctuation mark used at the end of sentences that show strong feeling or excitement. (e.g. Wow! What a huge dog!)
explanatory text	A text written to explain or make clear how something works or why something is the way it is. This type of writing uses one or more of the following methods: identification, definition, classification, illustration, comparison, and analysis.
explicit	Stated clearly and in detail, leaving no room for confusion or doubt.
exposition	Usually at the beginning of the story, explains what happened before the story starts, the setting of the story, and often introduces the characters.
expression	A word or phrase in speaking, writing or art that communicates a thought or feeling.
fable	Stories that have animals with human traits and always include a moral or lesson (e.g., The Tortoise and the Hare, The Lion and the Mouse).
fact versus opinion	Statements of fact can be proven conclusively to be true or false. Statements of opinion cannot be proven to be true or false.
fairytale	A story that has magical characters and objects (e.g. Cinderella , <i>Alice in Wonderland</i> , <i>Princess and the Pea</i>).
falling action	The part of the story which follows the climax, or turning point; it includes action or dialogue needed to bring the story to an end.
fantasy	A story including elements that are impossible such as talking animals, imaginary creatures, lands, etc. (e.g., "Somewhere over the Rainbow," in <i>The Wonderful Wizard of Oz</i>).
fiction	Imaginative works of prose, primarily the novel and the short story. Although fiction draws on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition.

figurative language	Language that communicates and enhances ideas by going beyond the ordinary or literal meaning of the words.
figure of speech	Specific literary devices used to create a special effect or feeling, often by making some type of comparison, such as; hyperbole, metaphor, simile, understatement.
findings	A conclusion reached after examination or investigation; a statement or document containing an authoritative decision or conclusion.
flashback	A narrative technique that allows a writer to present past events during current events, in order to provide background for the current narration. By giving material that occurred prior to the present event, the writer provides the reader with insight into a character's motivation and/or background to a conflict. Flashbacks are often conveyed through narration, dream sequences, and memories.
fluency	The way an oral reading sounds, including phrasing, intonation, pausing, stress, rate and integration of the first five factors. It bridges word decoding and comprehension. Fluency is a set of skills that allows readers to rapidly decode text while maintaining a high level of comprehension.
focus	A sharply defined point, center, or theme of an effort, written passage, undertaking, or presentation.
folktale	Oral story passed down through generations based on traditional beliefs or on superstition (e.g., <i>The People Who Hugged Trees, The Empty Pot, Tikki Tikki Tembo</i>).
foreshadowing	A writer's use of hints or clues to indicate events that will occur in a story. Foreshadowing creates suspense and at the same time prepares the reader for what is to come.
forming intentions (writing process) (also termed planning)	Choosing a topic, determining the audience and form and planning writing are components of forming intentions.
fragment sentence	A fragment may contain a subject and verb, but it is NOT a complete sentence. (e.g. Because that girl was silly! Maria's cool red bicycle, parked behind the house.)
general academic words and phrases	Vocabulary common to written texts but not commonly a part of speech; in the Standards, <i>general academic words and phrases</i> are analogous to Tier Two words and phrases.
generalization	An idea or statement which emphasizes general rather than specific characteristics.
genre	A category of literature or writing style (e.g., mystery, science fiction, historical fiction, biography, memoir, etc.).
gesture	A movement or position of the hand, arm, body, head, or face that is expressive of an idea, opinion, emotion, etc., made to express or help express thought or to emphasize speech.
glossary	A list of terms in a special subject, field, or area of usage, with accompanying definitions. Such a list at the back of a book, explaining or defining important, difficult or unusual words and expressions used in the text or field of study.
grammar	The study of the structure and features of language; rules and standards which are to be followed to produce acceptable and correct writing and speaking.
grapheme	The smallest unit of a writing system. A grapheme may be one letter such as t or combination of letters such as sh. A grapheme represents one phoneme.

graphic elements	The part of a work that contains visual representations of information and ideas (charts, animations, video, etc.) beyond simple written text.
graphic organizer	A visual guide that helps writers plan a writing activity or helps readers understand and organize information found in a text.
guided inquiry	The teacher provides the problem for investigation as well as the necessary materials. Students are expected to devise their own procedure to solve the problem.
guided reading/writing	An instructional setting that enables the teacher to work with a small group of students to help them learn effective strategies for processing text with understanding. The purpose of guided reading/writing is to meet the varying instructional needs of all the students.
high-frequency words	Words which appear frequently in texts and used in student writing for a specific subject and/or grade.
historical fiction	A fictional story that is set in a particular place and time period in the past; often the setting is real, but the characters are altered, a composite, or entirely made up from the author's imagination.
homograph	A word with same spelling as another: a word that is spelled in the same way as one or more other words but is different in meaning, e.g. the verb "project" and the noun "project."
homonym	A word having the same sound and spelling as another word, but a different origin and meaning, for instance, "The musician uses a <i>bow</i> to play his violin"; "The little girl has a <i>bow</i> in her hair."
homophone	A word with a different meaning but having the same pronunciation as another word, whether or not it is spelled alike, for instance, "wood" and "would," or "to," "two," and "too."
hyperbole	An intentional exaggeration for emphasis or comic effect. An overstatement (e.g. "It took a million years to finish my homework.")
idea	Something imagined or pictured in the mind, ideas often lead to a plan of action.
idiom	A phrase or expression that means something different from what the words actually say. An idiom is usually understandable to a particular group of people. For example, using 'over his head' for 'he doesn't understand.'
illustration	Graphic representations of important content (for example, art, photos, maps, graphs, charts) found in a piece of literature.
Illustrator	An artist who creates drawings or images usually designed to enhance accompanying text.
image/imagery	Words and phrases that create vivid sensory experiences for the reader. Most images are visual, but imagery may also appeal to the senses of smell, hearing, taste, or touch.
implicit	Implied or understood though not directly expressed.
index	An alphabetical reference that lists topics, people, or titles, giving the location of where they are mentioned in a text.

inductive reasoning	The form of logic which proceeds from the specific observation to the general statement. The conclusion of such an argument provides the best or most probable explanation of the premises, but is itself not necessarily true.
infer	To go beyond the literal meaning of a text; to think about what is not stated but is implied by the writer.
inference	A conclusion reached on the basis of evidence and reasoning not immediately apparent.
inflection	An alteration of the form of a word by the addition of an affix, as in English <i>dogs</i> from <i>dog</i> , or by changing the form of a base, as in English <i>spoke</i> from <i>speak</i> , that indicates grammatical features such as number, person, mood, or tense.
informational text	A text that provide facts about a variety of topics (e.g., sports, animals, science, history, careers, travel, geography, space, weather, etc.).
inquiry	A question; a query; an investigation. Also the seeking of information or knowledge. Scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work.
interjection	A single word that shows strong emotion or emphasis; usually an introductory word. (e.g. Whoa , that's hot salsa! Ouch , that hurt! Help!)
interrogative	A word or phrase used to ask a question.
irony	The contrast between expectation and reality. This incongruity has the effect of surprising the reader or viewer. Types include dramatic, situational, and verbal. Techniques of irony include hyperbole, understatement, and sarcasm.
journal	A daily record of thoughts, impressions, reflections, and autobiographical information, often a source of ideas for further writing.
key understandings	Important ideas within (literal), beyond (implied) or about (determined through critical analysis) the text that are necessary to comprehension.
legend	A story from the past that shows a heroic figure, supposedly based on a real person but often exaggerated (e.g. John Henry, Johnny Appleseed).
letter-sound correspondence	Recognizing the corresponding sound of a specific letter when that letter is seen or heard.
link	A hyperlink in electronic presentation that directs the user to another resource.
literal language	Refers to words that do not deviate from their defined meaning.
literary devices	Techniques used by a writer to convey or enhance the story (e.g., figures of speech, foreshadowing, flashback).
literature	The body of written works of a language, period, or culture; imaginative or creative writing, especially of recognized artistic value.

main idea	In informational writing, the most important thought or overall position. The main idea or thesis of a piece, written in sentence form, is supported by details and explanation.
make connections (as a strategic action)	To search for and use connection to knowledge gained through personal experience, learning about the world and reading other texts.
medial sound	The middle sound in a word.
medium	The material or form used by an artist, composer, or writer.
memoir	A history or record composed from personal observation and experience. Closely related to, and often confused with, autobiography, a memoir usually differs chiefly in the degree of emphasis placed on external events; whereas writers of autobiography are concerned primarily with themselves as subject matter, writers of memoir are usually persons who have played roles in, or have been close observers of, historical events and whose main purpose is to describe or interpret the events.
mentor text	Text that illustrate a particular aspect of craft, text structure, genre, etc.
metacognition	A reflection and understanding of how one thinks and uses strategies during reading and writing and problem solving.
metaphor	A figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words like or as. (e.g. "The sun is a lemon in the sky."). See figurative language, figure of speech, and simile.
meter	In poetry, the recurrence of a rhythmic pattern.
MLA	MLA (Modern Language Association) is a style of crediting the sources quoted or paraphrased in a particular piece of literature. MLA serves as a standard formatting for the citation of scholarly writings.
monitor (self-monitor)	When a reader independently pays attention to their reading, and is aware of a dissonance between what they are saying and what they are seeing.
monitor and correct (as a strategic action)	To check whether the reading sounds right, looks right and makes sense, and to solve problems when it does not.
mood	The feeling a reader gets from a story. (e.g., happy, sad, peaceful, etc.)
moral	The lesson a writer is trying to teach in his or her story (e.g. Do unto others as you would have them do unto you.).
morpheme	The smallest unit of meaning in oral and written language. Unbreakable has three morphemes: -un, -break, -able.
morphology	In linguistics, the identification, analysis and description of the structure of morphemes and other units of meaning in a language like words, affixes, and parts of speech and intonation/stress, implied context.
motif	A recurring object, concept, or structure in a work of literature. A motif may also be two contrasting elements, such as good and evil, in a work.

multisyllabic	Having more than one syllable.
mystery text	A suspenseful story about a puzzling event that is not solved until the end of the story.
myth	Stories that answer questions about things people could not or cannot explain and may tell of heroic quests.
narrative	Writing which tells a story or recalls an experience.
narrator	The person or voice telling the story. The narrator can be a character in the story, a play, or a work of nonfiction.
nonfiction	Writing about real people, places, and events. Unlike fiction, nonfiction is largely concerned with factual information, although the writer shapes the information according to his or her purpose and viewpoint. Biography, autobiography, and news articles are examples of nonfiction.
non-verbal communication	Ways of conveying the meaning of an intended message other than oral speech (e.g., gestures, eye contact, facial expression).
noun	A word used to name a person, animal, place, thing, and abstract idea.
novel	A book-length story created from the author's imagination.
nuances	A subtle or slight degree of difference, as in meaning, feeling, or tone; a gradation.
objective summary	A succinct, accurate description of the content of a text without personal feelings. A stating of the facts only.
onomatopoeia	The use of a word whose sound suggests its meaning, as in "clang," "buzz," "crash."
onset	The part of the syllable that precedes the vowel. For example, /h/ in hop, and /sk/ in scotch. Some syllables have no onset, as in un or on.
opinion text	A type of writing in which an author states and then supports their opinion.
opposing claim	A counter claim made in response to a claim that came before it.
oral tradition	Customs, opinions, beliefs, and history passed from generation to generation by means of conversation or storytelling.
outcomes (writing process)	Opportunities for writers to share writing with intended audience. Writer seeks the response of readers, which is where learning takes place.

oxymoron	A paradox reduced to two opposing words, usually in an adjective-noun (<i>deafening silence</i>) or adverb-adjective (<i>shockingly boring</i>) relationship, and is used for effect, complexity, emphasis, or wit.
pace	To move or develop (something) at a particular and calculated rate or speed. Also, the reading rate (the number of words a child reads per minute); a component of fluency.
paragraph	A group of sentences that consists of one or more sentences, deals with one point or gives the words of one speaker, and begins on a new usually indented line.
parallelism	The phrasing of language in a way that balances ideas of equal importance. Parallelism may apply to phrases, sentences, paragraphs, or longer passages.
paraphrase	Restating ideas in different words to help clarify or explain the meaning of a text.
parts of speech	A category to which a word is assigned in accordance with its syntactic functions. Example: noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, and interjection.
passive voice	One of the two voices of verbs. Indicates that the subject is being acted upon. (e.g. <i>The ball was hit by Kevin.</i>)
pencil grip	Proper pencil placement in hand.
period	Punctuation mark used at the end of a statement or used after abbreviations. (e.g. Dr. J. Wong is our veterinarian. Go to 312 So. Franklin St. to meet your friend.)
personification	A form of metaphor in which language relating to human action, motivation, and emotion is used to refer to non-human agents or objects or abstract concepts. (e.g. "The weather is smiling on us today;" "Love is blind.")
perspective	The state of one's ideas, the facts known to one, and the angle from which one views a situation.
persuasive text	Writing intended to convince the reader that a position is valid or that the reader should take a specific action. Differs from exposition in that it does more than explain; it takes a stand and endeavors to persuade the reader to take the same position.
phoneme	The smallest unit of sound in spoken language. There are approximately forty-four units of speech sounds in English.
phonemic awareness	The ability to hear individual sounds in words and to identify individual sounds.
phonics	The knowledge of letter-sound relationships and how they are used in reading and writing. Teaching phonics refers to helping children acquire this body of knowledge about the oral and written language systems; additionally, teaching phonics helps children use phonics knowledge as part of the reading and writing process.
phonological awareness	The awareness of words, rhyming words, onsets and rimes, syllables and individual sounds (phonemes).
phrase	Sequence of two or more words arranged to act as a unit in a sentence.

pitch	Appropriate sound level when speaking.
plagiarism	Presenting another author's works, words, or ideas as one's own. This is considered illegal.
planning (writing process)	Putting ideas down in an organized manner during the "forming intentions" process.
planning strategies	Process of defining direction, and making decisions about how to organize ideas in writing or a presentation based purpose and audience.
plot	The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line: (a) <i>exposition</i> ; (b) <i>rising action</i> ; (c) <i>climax</i> ; (d) <i>falling action</i> ; and (e) <i>resolution</i> .
plural noun	Two or more people, places, or things (e.g. We went to two beaches . I love to eat pancakes .)
poetry	Verse written to create a response of thought and feeling from the reader. It often uses vivid, concise language, and rhythm and rhyme.
point of view	The angle from which a story is told; depends on who is telling the story (e.g., First-Person, one of the characters is telling the story, uses "I". Third-Person, someone outside the story is telling the story, uses him or her).
predicate of a sentence	The verb that describes what the noun of the sentence is doing or being.
predict (as a strategic action)	To use what is known to think about what will follow while reading continuous text.
prefix	A word part that is added to the beginning of a base word that changes the sense or meaning of the root or base word. For example, re-, dis-, com-are prefixes.
preposition	A word that relates a noun or pronoun to another word in the sentence (e.g. The cat rested on the couch. The dog sat by the cat.)
prepositional phrase	A preposition followed by an object. (e.g. "I will hold the coins <i>in my hand</i> .")
primary source	First-hand documentation of events (e.g., autobiographies, diaries, interviews, logs, personal accounts, treaties, letters, photographs, drawings, etc.) that presents no "secondary" analysis or interpretation by historians or others removed from the action.
problem solving	A process that involves discovering, gathering information, analyzing, considering options, and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution or solutions that best resolve(s) an issue.
prompt	A question, direction or statement that compels and directs a writer to write about a particular topic.
pronoun	A word used to replace a noun (e.g. She found her kitty. - I, you, he, she, them, his, their, we, yourself, etc.)

pronoun-antecedent agreement	An antecedent is the word or word group a pronoun refers to. A pronoun and antecedent agree when there is correspondence in number or person of a subject and verb in a sentence.
pronunciation	The manner in which someone utters a word.
propaganda techniques	Methods of conveying information selectively to produce an opinion or action favorable to the source of the information.
proper noun	A word that names a specific person, place, or thing and begins with a capital letter (e.g., John ; Denver, Colorado ; the Washington Monument ; the Beatles)
prose	Written or spoken language in its ordinary form, without metrical structure.
protagonist	The main character in a novel, play, story, or poem; also known as the “hero” or “heroine.”
proverb	A short well-known saying that expresses an obvious truth and often offers advice. (e.g. “ All that glitters is not gold. ” This means that just because something looks good, does not necessarily mean that it is good.)
publishing (writing process)	Preparing and formatting writing for an audience.
pun	A joke that comes from a play on words. It can make use of a word’s multiple meanings or a word’s rhyme. Example: “Time flies like an arrow. Fruit flies like a banana,” (Groucho Marx).
purpose	Reason for writing; an author’s desired effect or result on an audience; intention.
question	A sentence worded or expressed so as to elicit information.
question mark	Punctuation mark used at the end of a question. (e.g. Did you walk the dog?)
realistic fiction	A story using made-up characters yet could happen in real life.
reason	Think, understand, and form judgments using a process of logic.
recount	To retell the events of an experience or story.
recursive writing	Writing that doubles back upon itself and leaps ahead. If you correct a spelling error as you write your first draft, you have done a proofreading act (a later stage) while you are drafting (an early to middle stage). We might cycle and recycle through numerous times when creating any single piece of writing.
red herring	A fallacy in which an irrelevant topic is presented in order to divert attention from the original issue. The basic idea is to “win” an argument by leading attention away from the argument and toward another topic.

reference materials	Resources used to find information on a subject (dictionary, thesaurus, encyclopedia, journals, both print and on-line sources, etc.).
register	In linguistics , one of many styles or varieties of language determined by such factors as social occasion, purpose, and audience. More generally, <i>register</i> is also used to indicate degrees of formality in language use.
relative adverbs	An adverb (<i>where, when, or why</i>) that introduces a relative clause , also known as a <i>relative adverb clause</i> .
relative pronouns	A part of speech referring to a noun mentioned before and of which we are adding more information. They are used to join two or more sentences and forming in that way what we call " relative sentences " (e.g., who, whom, that, which, whoever, whomever, whichever).
relevance	Term used to describe how pertinent, current, connected, or applicable something is to a given matter.
relevance	Relevance describes how pertinent, connected, or applicable something is to a given matter.
repetition	The action of repeating something that has already been said or written to produce a desired effect.
research	Research is an active, systematic process of inquiry in order to discover and interpret facts and events. The term "research" is also used to describe the collection of information about a particular subject.
research questions	Formal questions that set a goal(s) and guides study.
resolution	The end of a play or story when the problems are solved.
response	An answer or reply, as in words or in some action.
retell	To recount the sequence of events to a listener or put them writing after hearing or reading a story.
revise	To alter something written or printed, in order to make corrections, improve, or update, primarily in terms of style, content, structure and ideas, and details.
rhetoric	The art of using language effectively, especially for persuasion, in speaking or writing, especially in oratory.
rhyme	The ending part (rime) of a word that sounds like the ending part (rime) of another word (e.g., <i>m-ail</i> and <i>t-ale</i>).
rhythm	The way a poem and story writing flows from one sound or sentence pattern to the next as it creates a sound pattern or patterned story.
rime	The ending part of a word containing the vowel; the letters that represent the vowel sound and the consonant letters following it in a syllable - <i>dr-eam</i> .

rising action	The central part of the story during which various problems arise and lead up to the climax.
root word (base word)	A word or word element to which prefixes and suffixes may be added to make other words. For example, to the root graph, the prefix bio- and the suffix -ic can be added to create the word, biographic.
salient points	Facts or information that seem most important or significant to the argument.
scaffolding	Method of providing structure for students to access the information provided.
schema	Background, conceptual understandings that a student possesses.
science fiction text	A type of fantasy that uses science and technology (e.g., robots, time machines, etc.)
search for and use information (as a strategic action)	To look for and to think about a variety of content in order to make sense of text while reading.
secondary sources	Information or research that is written by someone other than the person who experienced the events. For example, a comment by a historian, an encyclopedia article, or a critical essay.
self-correction	When a reader stops and corrects his/her own error.
semantic cues	Semantic cues are hints based on meaning that help readers decode and comprehend a text.
sensory details	Details a writer uses to help the reader see, feel, smell, taste, and hear what is being writing about.
sensory imagery	The use of words to describe tastes, smells, textures, sounds and images in order to provide a sensory experience for the reader.
sentence	A group of words expressing one or more complete thoughts.
setting	Time and place where a story takes place.
short story	A brief fictional work that usually contains one major conflict and at least one main character.
signal words	A phrase, clause, or sentence that introduces a quotation , paraphrase , or summary . Common signal phrase verbs include the following: <i>argue, assert, claim, comment, emphasize, illustrate, respond, say, suggest, think, and write</i> . See transition words.
simile	A comparison of two unlike things in which a word of comparison using the words 'like' or 'as'. For example, 'She stood in front of the altar, shaking like a freshly caught trout,' (Maya Angelou).

singular noun	One person, place, or thing (e.g., a monkey ; the library ; your friend ; my pencil)
small-group instruction	The teacher working with children brought together because they are similar enough in reading/writing development to teach a skill most effectively in a small group.
soliloquy	A dramatic monologue spoken aloud by a character that is alone on the stage (or is under the impression of being alone). The soliloquist thus reveals his or her inner thoughts and feelings to the audience.
sounding out	Pronouncing the sounds of the letters in a word as a step in the reading word.
source	A place, person, or thing from which something comes or can be obtained.
stanza	A recurring grouping of verse lines in terms of length, metrical form, and, often, rhyme scheme.
stream of consciousness	The continuous flow of sense-perceptions, thoughts, feelings and memories in the human mind; a literary method of representing such a blending of mental processes in fictional characters, usually in an unpunctuated or disjointed form of internal monologue.
style	The particular way a piece of literature is written. Not only what is said but also how it is said, style is the writer's unique way of communicating ideas. Elements contributing to style include word choice, sentence length, tone, voice, figurative language, and use of dialogue.
subject of a sentence	A noun or pronoun that is performing the verb; the "do-er."
subject-verb agreement	The basic rule states that a singular subject takes a singular verb while a plural subject takes a plural verb.
subordinating conjunction	A subordinating conjunction joins a subordinate (dependent) clause to a main (independent) clause.
suffix	An affix or group of letters added at the end of a base word or root word to change its function or meaning (e.g., <i>handful</i> , <i>hopeless</i>).
summarize (as a strategic action)	To put together and remember main ideas and important information, while disregarding irrelevant information, during or after reading.
summary	<u>A shorter version of the original. Such a simplification highlights the major points from the much longer subject, such as a text, speech, film, or event. The purpose is to help the audience get the gist in a short period of time.</u>
supporting details	Secondary points which clarify a key point, illustrate a concept, or prove a point.
syllables	A unit of spoken language that consists of one or more vowel sounds alone or with one or more consonant sounds preceding or following (word chunks).
symbol	A word or object that stands for an object, event, or idea. The object, event, or idea thus represented may be concrete or abstract, visible or invisible.

synonym	A word that has a meaning identical with, or very similar to, another word.
synthesize	Combine or merge new information with existing knowledge or with information from multiple sources to create an original idea, see a new perspective, or form a new line of thinking to achieve insight. Synthesizing is the most complex of comprehension strategies.
synthesize (as a strategic action)	To combine new information or ideas from reading text with existing knowledge to create new understandings.
tall tale	Story that has exaggerated characteristics and accomplishments (e.g., Pecos Bill, Paul Bunyan).
technical writing	Technical writing is a method of researching and creating information about technical processes or “how to” manuals written so that the reader can perform tasks. Examples of technical writing could include such texts as - include a how to recycle poster, bike repair manual, instructions to play a game, etc.
temporal relationships	The relationship involving time between an event (the <i>cause</i>) and a second event (the <i>effect</i>), where the second event is understood as a consequence of the first.
tense	A category of the verb or verbal inflections, such as present, past, and future, that expresses the temporal relations between what is reported in a sentence and the time of its utterance.
text	Coherent set of symbols that transmit some kind of informative message.
text features	Various ways of manipulating and placing text to draw attention to or emphasize certain points or ideas in narrative (e.g., bolding or boxing questions, italicizing key vocabulary, listing, bulleting, numbering).
text structure	The organizational pattern an author uses to structure the ideas in a text (e.g. cause/effect, compare/contrast, description, problem/solution, sequential, goal/action/outcome, concept/definition, proposition/support).
textual evidence	Details from one or more resources to support an interpretation or analysis of literary and informative/expository work.
theme	The central idea or ideas explored by a literary work.
thesis statement	The basic argument advanced by a speaker or writer who then attempts to prove it by presenting compelling evidence; the subject or major argument of a speech or composition.
tone	An expression of a writer’s attitude toward a subject. Unlike mood, which is intended to shape the reader’s emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective.
topic	The specific subject of a piece of writing.
traditional literature	Stories that are passed down from one group to another in history; includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.
tragic flaw	A defect in the protagonist that leads to his or her downfall.

transition words	Words that help tie thoughts together (e.g., when, next, after, finally; first, second, third; above, below, to the left of, to the right of).
understatement	A form of irony in which something is intentionally represented as less than it is.
verb	Shows action or links the subject to another word in the sentence. (e.g. The boys read often – action verb; I am happy about that - linking verb)
verb tense	Present (happening now) – I sneeze; Past (already happened) – I sneezed; Future (will happen later) – I will sneeze.
verse	Verse is a single metrical line of poetry (as opposed to prose which uses grammatical units like sentences and paragraphs).
visual aid	An instructional aide, such as a poster, scale model, digital image, artifact, etc. used to enhance a viewer’s understanding or experience of presented content.
visual mapping	A graphical method of taking notes. The visual layout helps one to distinguish words or ideas, often with colors and symbols.
visualize	When a reader creates images that reflect or represent the ideas in the text. These images may include any of the five senses and serve to enhance understanding of the text. But for your students, try this: “Create a movie in your mind while reading.”
vocabulary	Recognizing and understanding the meaning of words in reading and writing as well as oral language.
voice	The way a writer expresses ideas. A writer’s unique use of language that allows a reader to perceive a human personality in the writing.
website	A set of interconnected web pages, usually including a homepage. It is usually prepared and maintained as a collection of information by a person, group, or organization.
works cited	When producing a works cited for an essay you only list the actual sources of information that you reference in your piece of work.
writing process	The stages of writing that produce a final, well-crafted piece. They are planning, drafting, revising, editing, polishing (proofreading), and publishing.

Common Core College & Career Readiness Anchor Standards

These are the Common Core Preschool through 5 College and Career Readiness Anchor Standards for Writing that connect to Research and Reasoning. These anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Common Core Anchor Standards for Speaking & Listening

Comprehension and Collaboration

1. 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated

Common Core Anchor Standards for Reading

Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards for Writing

Text Types and Purposes (*These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

Common Core Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. 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.

Vocabulary Acquisition and Use

4. 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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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.

Colorado: Prepared Graduate Competencies

These are Preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Oral

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening
- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary (Oral & Reading & Writing)

Reading

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Writing

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the recursive writing process successfully to plan, draft, revise, and edit, publish & share written work
- Master the techniques of effective informational, literary, and persuasive writing
- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning (Writing & Research)

Research

- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues (Reading & Research)
- Exercise ethical conduct when writing, researching, and documenting sources