

Project Archaeology: Investigating Shelter
 Common Core State Standards 4th Grade Alignment
 May 3, 2013

Portrait of College and Career-Ready Students in English Language Arts through *Project Archaeology: Investigating Archaeology*:
 (source - CCSS for ELA, page 7)

They demonstrate independence. Student can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. They build on others' ideas, articulate their own ideas, and confirm they have been understood.

They build strong content knowledge. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They come to understand other perspectives and cultures. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively.

ELA Standard for 4th Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
RSIT 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.										●	●	
RSIT 3. Explain events procedures, ideas, or concepts in a historical, scientific, or technical text including what happened and why, based specific information in the text.										●	●	
RSIT 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	●	●	●	●	●	●	●	●		●	●	
RSIT 7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.			●		●				●	●		
RSIT 8. Explain how an author uses reasons and evidence to support particular points in a										●		

text.																		
RSIT 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.												●						
RSIT 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.												●	●					
WS 1. Write opinion pieces on topics or texts, supporting a point view with reasons and information.																		●
WS 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				●								●						
WS 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.												●						●
WS 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.												●						
WS 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.			●	●	●	●			●	●	●							
WS 8. 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.		●	●	●	●	●	●	●	●	●	●	●	●	●	●			●
WS 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grade 4 Reading standards</i> to informational texts.								●				●	●					●
WS 10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		●	●	●	●	●	●	●	●	●	●	●	●	●	●			●
SLS 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●
SLS 3. Identify reasons and evidence a speaker provides to support particular points.												●						●
SLS 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.												●						●
SLS 6. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.																		●
LS 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 4 reading and content</i> .									●			●						●
LS 6. Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	●	●	●	●	●	●	●	●	●			●	●					

Abbreviations (CCSS for ELA): RSIT = Reading Standards for Informational Texts; WS = Writing Standards; SLS = Speaking and Listening Standard; LS = Language Standard.

Abbreviations (*Investigating Shelter*): WU = Warm-Up Lesson; 1-9 = Lessons One through Nine; AS = Assessment; FPU = Final Performance of Understanding