

Start Date

End Date

Grade

Subject

- Show Reviewer Suggested
- Show Broken Into Specific
- Show Different Grade
- Show Rewritten
- Show Should be Deleted

Reset

Build Report

Broken Into More Specific

E04.A-K.1.1.1: Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

These statements aren't important. The testing has become the primary objective of the teachers and students, never allowing the teachers to explore different ways of learning because they are forced to teach to the test. (These statements aren't important. The testing has become the primary objective of the teachers and students, never allowing the teachers to explore different ways of learning because they are forced to teach to the test.)

E04.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Determine a theme of a story, drama, or poem from details in the text. Summarize a text.

Determine a theme of a story, drama, or poem from details in the text. Summarize a given text.

Determine the theme of a story, drama or poem from details in the text. Summarize the text. (Determining the theme and summarizing a text or different skills and should be listed individually. Students need to use different skills to do each task. A lesson that requires students to identify the theme would not also be teaching a student to summarize therefore should be listed separately.)

Focusing on theme and then summarizing are two different skills; it should be broken into two different standards.

E04.A-C.2.1.1: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

Could be more than one answer

Explain the point of view and the first and second hand accounts BEFORE a statement like this is made.

It should be broken up into identifying first person narration and identifying third person narration. (Asking students to compare and contrast points of view are beyond what a fourth grade is able to do. A more appropriate way is having students read a passage, and be able to identify whether the story is written in first person or third person.)

E04.A-C.3.1.1: 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. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

Separating compare and contrast. Not asking to do both on two texts. Flipping between texts is developmentally difficult for 10 year olds.

E04.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (MORE EXAMPLES HERE (What are more examples of "common", grade appropriate Greek and Latin affixes? We need more examples.)

Context clues in one statement, affixes/roots in another statement

E04.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c.

Demonstrate understanding of words by relating them to their antonyms and synonyms.

Similes and metaphors and figurative language in one statement, antonyms and synonyms in another statement

E04.B-K.1.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

What is the main idea or big idea in the text? Students should also only be asked to choose one piece of evidence, not two. (Choosing two pieces of evidence for the answer is too confusing for the students. Too much is being asked from this question.)

E04.B-K.1.1.3: Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

First have students infer the meaning then the explanation of the text.

E04.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text.

Passages on the test are way to long. The students have to sit for a very long time in one test setting. Far too long for a fourth grader to work at their best can't make a true evaluation when I don't see the passage that it sreferring to. Some of the

E04.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

What information is this graph telling? Does this headline reflect what the story is about? (and so forth.) (How a 9-yr.-old thinks)

E04.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate

Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.

Teach homonyms, antonyms, metaphors; teach root (Gk., Lat.) of words in spelling lists; require writing each word 10 times to learn how to spell it. Write a sentence for each word. (Even adults would have a hard time with this concept all together; needs to be separate concepts. The above worked for me when I was going to school.)

E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.

This is the same sample you gave for other eligible content. How can this be valid and I trust they you are giving representative samples for each eligible content.

What is the difference between precise-language and domain-specific vocabulary.

E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

Establish a situation and introduce the narrator and/or characters. Organize events naturally to support the writer's purpose.

Orient the reader by establishing a situation and introducing a narrator and/or characters. Organize an event sequence that is clear and supports the writer's purpose.

This is the same passage as an example. This survey is not valid

E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.

Same passage

E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.

Same passage again

E04.D.1.1.2: Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).

Break apart the story and ask specific statements. Use only one sentence and ask if parts of it are correct. (There is too much information for the student to be able to follow what they are being asked.)

E04.D.1.1.3: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

What are modal auxiliaries???? Use words a 4th grader might know.

E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

consider the time frames students need to use to do this well as well as the length of the text - to do well on this...more time is needed.

E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.

Too advanced for fourth graders. The question after the passages is very confusing (I am a fourth grade teacher)

Different Grade

E04.A-K.1.1.1: Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

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E04.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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E04.A-K.1.1.3: Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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E04.A-C.2.1.1: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

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E04.A-C.3.1.1: 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. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

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E04.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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E04.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

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E04.B-K.1.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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E04.B-K.1.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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E04.B-K.1.1.3: Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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E04.B-C.2.1.1: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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E04.B-C.2.1.2: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

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E04.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text.

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E04.B-C.3.1.2: Integrate information from two texts on the same topic in order to demonstrate subject knowledge.

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E04.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

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E04.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate

Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.

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E04.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

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E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

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E04.C.1.1.2: Provide reasons that are supported by facts and details.

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E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

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E04.C.1.1.4: Provide a concluding statement or section related to the

opinion presented.

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E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.

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E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

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E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.

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E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.

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E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

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E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.

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E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.

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E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.

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E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.

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E04.D.1.1.1: Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).

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E04.D.1.1.2: Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).

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E04.D.1.1.3: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

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E04.D.1.1.4: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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E04.D.1.1.5: Form and use prepositional phrases.

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E04.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

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E04.D.1.1.7: Correctly use frequently confused words (e.g., to, too,

two; there, their, they're).

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E04.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.

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E04.D.1.2.2: Use commas and quotation marks to mark direct speech and quotations from a text.

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E04.D.1.2.3: Use a comma before a coordinating conjunction in a compound sentence.

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E04.D.1.2.4: Spell grade-appropriate words correctly.

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E04.D.2.1.1: Choose words and phrases to convey ideas precisely.

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E04.D.2.1.3: Choose words and phrases for effect.

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E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

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E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

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E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

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E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

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E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.

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Rewritten

E04.A-K.1.1.1: Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

Summarize the text using examples and details when drawing inferences.

No (Do you expect a 4th grader to know the word explicit? If so, crazy!!!)

These statements aren't important. The testing has become the primary objective of the teachers and students, never allowing the teachers to explore different ways of learning because they are forced to teach to the test.

E04.A-K.1.1.3: Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Write a summary of the plot. (Nine-year-olds still need to be given SPECIFIC questions, not be given complex questions.)

Which statement shows that (the character), has a sense of irony? (I do not find that statement to be explicitly funny -- to me, it is more about having a sense of irony...as a type of humor but it is pretty subtle)

E04.A-C.2.1.1: Compare and contrast the point of view from which

different stories are narrated, including the difference between first- and third-person narrations. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

Distinguish between first and third person in a text.

E04.A-C.3.1.1: 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. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

These statements aren't important. The testing has become the primary objective of the teachers and students, never allowing the teachers to explore different ways of learning because they are forced to teach to the test.

This has too many words packed into one statement for a 4th grader to break down on their own.

E04.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

acute should not be a fourth grade word to define (They won't know what keen means.)

Delete the part of alluding to significant characters found in literature. Our students do not have enough background to do this.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases

based on grade 4 reading and content choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that draw attention to significant characters found in literature (e.g., Herculean effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, (delete the mythology references. students should read that for fun, not be required to know that at such a young age.)

I believe that specific target roots and prefixes should be included rather than the nebulous statement of grade appropriate which is nonspecific and could lead to confusion.

The vocabulary provided in this example is not appropriate for the typical 4th grader.

E04.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Demonstrate a basic understanding of figurative language including similes, metaphors, personification, and common idioms.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms (take out adages and proverbs)

Demonstrates understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms. c. Demonstrate understanding of words by relating them to their antonyms and synonyms. (I have deleted the words

"adages and proverbs" because as an adult, I believe it is difficult to decipher the difference between idioms, adages, and proverbs. If students are able to read and understand an idiom in their reading to help comprehension, it is not necessary for them to identify the difference between the different types.)

Either the statement should be rewritten to appropriately reflect the vocabulary skill, or the example provided should appropriately reflect the statement.

Part b should be used carefully. Many 4th graders do not have enough experience to understand many idioms, adages, and proverbs. This is especially hard for my Hispanic students.

E04.B-K.1.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Put a period after EXPLICITLY.

E04.B-K.1.1.3: Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Be able to tell a story or what you read as events happened: Think: who, what, where, and when. (On what I know about child development. Children are not little adults. Fourth-graders still have to be taught in simple ideas -- not adult language.)

E04.B-C.2.1.2: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

its too confusing (too complex for 4th grade)

E04.B-C.3.1.2: Integrate information from two texts on the same topic in order to demonstrate subject knowledge.

Read two books on the same subject and tell what differences they show. (Knowing how 9-yr.-olds think)

E04.B-C.3.1.3: Interpret text features (e.g., headings, graphics,

charts, timelines, diagrams) and/or make connections between text and the content of text features.

The wording is tricky in the sample question.

Why is the heading "Boulders and Tree Stumps" included? (Instead of trying to trick students, specify the heading's name.)

E04.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Section B is difficult for many 4th graders. They lack experience in many idioms, adages, and proverbs.

E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.

I am not sure what this means by looking at the example.

Use precise language to inform about a topic.

E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

This statement needs to have the task rewritten with vocabulary that will be understood by 4th and 5th graders,

E04.D.1.1.1: Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).

Be able to use pronouns and adverbs in sentences correctly

E04.D.1.1.2: Form and use the progressive verb tenses (e.g., I was

walking, I am walking, I will be walking).

Consistently use verb tenses within a passage. (Students need to recognize the need for consistency of tense throughout a passage. Understanding whether it is progressive or perfect is not important to a 4th grader.)

Use verb tenses correctly in sentences

E04.D.1.1.3: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Make sure this written response has enough time and space for the student to respond

What are modal auxiliaries????

E04.D.1.1.5: Form and use prepositional phrases.

I enjoy watching the dark clouds _____ the window... (Why are we trying to trick 9 year olds? This is ELEMENTARY school. Grammar is taught regularly, but sadly not as much as it should be due to TEACHING TO THE TEST in all other areas of the curriculum. Just make it a simple fill in the blank with the proper preposition or prepositional phrase.)

E04.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.

Ensure subject-verb agreement.

Ensure subject-verb agreement. (Move pronoun-antecedent agreement to grade 5.)

E04.D.1.2.4: Spell grade-appropriate words correctly.

(1) Carpenters receive important training to help them do their jobs. (2) They might find their jobs more difficult without _____. (The repetition of the word "carpenters" to start the second sentence does not have a natural flow. We teach students to vary the way they start sentences in their writing. Therefore, "they" makes the two statements seem more realistic to real-world conversations.)

The statement needs more information.

E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an

organizational structure in which related ideas are logically grouped to support the writer's purpose.

Why does Marisa feel it is important to solve a mystery to join the mystery club? Why do Shelly and the other club members feel it is important for Marisa to solve the mystery? (The question is unclear to students as to what is being asked the first way. This breaks the question into two parts so students understand there are two answers being looked for here.)

E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

I do not understand this statement.

Use precise language to explain or convey an experience.

Should Be Deleted

E04.A-K.1.1.1: Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

Horrible question.

This age group should be dealing with interpreting with understanding what they read, not trying to deal with abstracts. The test question is too complex for 9-yr. olds. They should read for enjoyment, understanding what they are reading. The test should be simple questions on the CONTENT, not inferences. It should ask questions such as What common interest did Shelly and the other gal have? Too much time is spent teaching about how children FEEL, rather than to reach out to others. They need to be taught that each person has been equipped with skills and talents to meet others' needs. It's using what they have, not wish they were like anyone else, and learn to use their talents and skills joyfully. Too much emphasis in our society is on HOW I FEEL, Someone hurt my

feelings, I don't feel like doing that, I do it because it helps me feel good -- not because I could help others feel better in some way.

Higher grade level

E04.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

The issue I have regarding questions of this nature assumes that students can use only the text to provide a proficient response. The idea that the test questions are less bias because the "text is more important" than what students bring to the text (prior knowledge) has been proven erroneous in the research by many. In particular, Louise Roenblatt, who understood how we comprehend what we read. To discount prior knowledge in reading comprehension is like discounting letters when teaching the alphabet...it doesn't make sense.

E04.A-C.2.1.1: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

Horrible question.

E04.A-C.3.1.1: 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. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

I have a master's in developmental psychology, from Teachers College, Columbia University. Several of the Common Core questions such as this one may not be developmentally appropriate for 4th grade students.

The statement is too broad. You are asking too much of 4th graders.

This concept is very difficult for elementary age students to grasp.

E04.A-V.4.1.1: Determine or clarify the meaning of unknown and

multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Most 4th grade students cannot replace keen with acute. Acute is a term used on WAIS, an intelligence test for those 16 and older. Why is this term on a test for a 4th grader???

The vocabulary used is not vocabulary seen in fourth grade curriculums. The students could figure out the word acute, but the answer "keen" is also a word that the students will not be familiar with at this level. If you give a not familiar vocabulary word, you need to give familiar words to choose from as answers. None of my students would get this question correct.

E04.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Vocabulary is not grade level appropriate-"Startled" is a word not seen on this level.

E04.B-K.1.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Awful question.

E04.B-C.2.1.1: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus

and the information provided.

This is one of the worst questions i have read.

Too confusing for the average 4th grader. Needs improved or deleted.

E04.B-C.2.1.2: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

"Structure usage", terrible question.

Most adults are unable to identify text structure!!!

This concept is not clearly written. The overall structure is above the level of elementary age students.

E04.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text.

Its a bit sarcastic. More of a put-down then a humorous statement.

E04.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.

The reading in the sample questions merely uses the word "photograph" once with no indication that "photo" means light. The reading sample should relate to the questions. Are you just trying to confuse students?

E04.B-V.4.1.2: Demonstrate understanding of figurative language,

word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Figurative language is difficult for children. More advanced readers with naturally richer vocabularies will likely get this question correct. Many low-average, low, and ELL readers will not. Can be developed later.

repeative

E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

School districts are working very hard to develop children's writing skills. To include essay writing on a Grade 4 state assessment is too much. Children are nervous, worried, and anxious about this, including my best writers. Writing is a constantly developing skill. Grade 5 seems like a good spot to include this, if it is going to be included. I can see it as a part of their last elementary school PSSA, not their second one.

E04.C.1.1.2: Provide reasons that are supported by facts and details.

I do believe 4th graders should be able to brainstorm reasons to support a topic or idea, but to expect a 3, 4, or 5-paragraph essay is asking too much for the age group. Perhaps some smaller task could accomplish this?

provide a specific question

E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

provide a specific question

See above.

E04.C.1.1.4: Provide a concluding statement or section related to the

opinion presented.

provide a specific question

See above.

E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.

provide a specific question

See above.

E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

provide a specific question

See above.

E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

See above

too complex

E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.

This should be a local type assessment, NOT a state mandated question on the PSSA.

too complex

E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.

See above.

too complex

E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

too complex

Too much to do in a pressure-filled environment. Elementary students do NOT do their best work in this setting. While I agree that ALL of the writing skills represented in these standards are IMPORTANT and should BE TAUGHT DAILY, I do not believe including it on the state assessments is fair.

E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.

See above.

too complex

E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.

See above.

too complex

E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.

See above.

too complex

E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.

too complex

Yes, this is IMPORTANT, but should NOT be on the state assessment.

E04.D.1.1.3: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Too vague

E04.D.1.1.4: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Irrelevant

It doesn't make sense, should be in middle school content

Who cares the order of adjectives with a 4th grade child. WE SHOULD BE THRILLED THEY ARE USING ADJECTIVES!!!

E04.D.1.2.4: Spell grade-appropriate words correctly.

This unfairly discriminates against learning disabled students who are required to take and pass the same tests honors students take.

E04.D.2.1.1: Choose words and phrases to convey ideas precisely.

I like the idea, and I teach specificity to my students. However, this is a skill that continues to develop throughout life. I don't see the point of this question on the PSSA.

E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

4th graders need work comprehending and connecting to literature, NOT analyzing it. 9 year olds cannot understand the COMPLEXITY of ANALYZING something, let alone multiple passages and/or multiple facets of the same passage. This belongs in middle school at the earliest. Elementary school is about the basic "elements"--so LATER they can ANALYZE to a more meaningful depth. Ridiculous to ask this of a 9 year old child.

too complex

E04.E.1.1.2: Develop the analysis using a variety of evidence from

text(s) to support claims, opinions, ideas, and inferences.

See above.

There is not enough evidence in the text to use as evidence. This question is very ambiguous.

too complex

E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

See above.

WAY too complex

E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

This type of question should NOT be on the state assessment. This type of ACTIVITY should be at a teacher's discretion to use in the classroom based upon reading levels, class population, interest groups, or a with high-achieving group of readers.

WAY too complex

E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.

See above.

There's no identified sample question.

These are fourth graders. This material is definitely not on grade level.

WAY to complex

Suggested Eligible Content

Specific vocabulary found only in the test. Clear and precise expectations on the TDA questions. How much text evidence is expected. Clear expectations and definition of the explains tigon part of the answer.

Common Core is absolutely Horrible for All children. My children in 2nd and 4th receive 1 1/2 HOURS on each Math and Reading and focusing only on PSSA and not giving children a PROPER and well rounded education. I would pull my children out of PSSA's FOREVER if I had a "religious" excuse not to do them.

Black Men Need to be Heard Black men need to be heard. I don't mean by this statement that we all need to stop and listen to them, although – when they do speak up – that would be the smart and polite thing to do. What I mean is that black men do need to speak up. They need to express themselves. And they need to engage in conversation, whether friendly or hostile, with those who are trying to converse with them. In 1965, while a camp counselor at a camp for pre-delinquent kids, I observed in the course of two events that required discipline, that white boys have no trouble talking their way through bad behavior to avoid harsh discipline. Black boys, on the other hand, make no attempt to defend themselves if they are caught doing something unacceptable; in fact, their body language becomes menacing and their facial expressions are brooding. Discipline, often as a result, is much harsher for them than for their white counterparts. I became very interested in juvenile law as a result of observing this phenomenon. In 1967 I went to law school to become a juvenile lawyer. Alas, there was not much opportunity for this until 1978, when I was appointed a Juvenile Court Master in Lycoming County, Pennsylvania. Again, alas, a divorce precipitated my need to change jobs in order to support myself and my two children, so I left juvenile law until my retirement from fulltime practice in 2012. This brings me to the reason I used the present tense in paragraph 2 (“white boys have no trouble” and “black boys make no attempt to defend themselves”). Today I work with the Juvenile Probation Office of Cumberland County, Pennsylvania, by sitting on a citizen’s Youth Aid Panel that works with youth who have committed minor juvenile offenses. The observation I made in 1965 holds true today. Black boys who come before our panel are taciturn to such a degree that it disadvantages them. One was so non-communicative we had to adjourn his hearing while a probation officer tried to reason with him. Segue to Michael Brown, Trayvon Martin, and other black youth whose deaths might have been avoided if they had

engaged peaceably in friendly conversation with their accusers instead of answering with menacing confrontation. Naïve? Today, police officers are either made aware of the latter tendency of confrontation or have learned it from experience. Consequently, they approach most, probably all, black suspects with unwelcome fear. The results have been tragic, and we need to put an end to this. Additionally, confrontations between young black men – over domestic issues, jealousy, drug deals – often end in one or more deaths by gunfire or fist fights. Age-appropriate discussions working out their disagreements would be a life-saving substitute for the violence they so often employ. What causes a black man to shut down, verbally? Has no one taught these boys from an early age the difference between talking back and talking with? We know, from early childhood reading programs, that 4 year olds who have been read to since birth have a vocabulary of 30,000 – 30,000 -- more words than children who have not been read to. So, first, let's read to our black boys. Let's give them words. Second, when little boys start hitting, or hitting back, on the playgrounds of life (usually around age 4), let's sit them down, forbid hitting, and start teaching them how to express their feelings so they can work out disagreements with others. Even young children can perceive unfairness and inequality; it happens all the time between siblings and playmates. Let's teach them what they can do about unfairness in order to produce peace, goodwill, and survival. And finally, let's not tell our blacks sons, grandsons, neighborhood boys, and schoolboys to "shut up" and be quiet, but instead, let's listen to them, look at them when they speak, ask them questions, and engage in conversation with them, with respect and dignity. Black men need to be heard. [REDACTED]

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