FIRST® LEGO® League Common Core English/Language Arts Standards Alignment & Instructional Exemplars
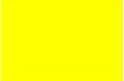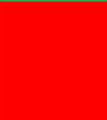
Rationale	Color Code
There is no evidence that the standard is addressed as part of a *FIRST®* program.	(red)
This standard potentially could be addressed as part of a *FIRST®* program either by actions that the coach/mentor takes when working with the students or by conditions established by the program for that given year.	(yellow)
The standard is clearly addressed by program activities.	(green)

Anchor	Anchor Strand	Cluster	Cluster Strand	Standard	Indicator/Skill	FIRST® Alignment	Instructional Exemplar
College and Career Readiness Anchor Standards for Reading	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.	Reading: Literature	Key Ideas and Details	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	(yellow)	Depending upon the literature that the students are reading they may be able to use what they have read to help them create Project presentation script allowing this standard to be addressed during the *FIRST®* LEGO® League program.
College and Career Readiness Anchor Standards for Reading	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.	Reading: Informational Text	Key Ideas and Details	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	(green)	In order to develop their Project presentation, students must use details and examples from source text to draw inferences in support of their position. Students will reference source material during the Project presentation.
College and Career Readiness Anchor Standards for Reading	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading: Literature	Key Ideas and Details	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	(red)	Not Applicable
College and Career Readiness Anchor Standards for Reading	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading: Informational Text	Key Ideas and Details	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	(green)	As part of the Project research, students will summarize the findings from text to support their hypothesis.
College and Career Readiness Anchor Standards for Reading	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Reading: Literature	Key Ideas and Details	RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	(red)	Not Applicable
College and Career Readiness Anchor Standards for Reading	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Reading: Informational Text	Key Ideas and Details	RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	(green)	In the Project presentation, students will demonstrate an understanding of the historical, scientific, or technical background of the research topic in determining and defending an innovative solution to the research question or problem. In the Robot Design presentation, students must demonstrate and communicate an understanding of the technical sequencing and requirements of the mechanical design and programming of their robot.
College and Career Readiness Anchor Standards for Reading	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.	Reading: Literature	Craft and Structure	RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	(red)	Not Applicable
College and Career Readiness Anchor Standards for Reading	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.	Reading: Informational Text	Craft and Structure	RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	(green)	In their study of the Project topic source material, students will use context clues to understand the general meaning of words within the greater content of the text.
College and Career Readiness Anchor Standards for Reading	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.	Reading: Literature	Craft and Structure	RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	(red)	Not Applicable

Standard Set	Anchor Standard	Strand	Cluster	Code	Standard	Status	Application
College and Career Readiness Anchor Standards for Reading	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.	Reading: Informational Text	Craft and Structure	RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	🟩	In the study of the source material, students will describe the causes and effects, problems and solutions, or the chronology of the topic in support of the team's innovative solution to the Project Challenge problem.
College and Career Readiness Anchor Standards for Reading	Assess how point of view or purpose shapes the content and style of a text.	Reading: Literature	Craft and Structure	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	🟥	Not Applicable
College and Career Readiness Anchor Standards for Reading	Assess how point of view or purpose shapes the content and style of a text.	Reading: Informational Text	Craft and Structure	RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	🟨	Depending upon the nature of the Project Challenge topic, students may have the opportunity to use firsthand or secondhand accounts as part of their research or in the development of their innovative solution.
College and Career Readiness Anchor Standards for Reading	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Reading: Literature	Integration of Knowledge and Ideas	RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text	🟥	Not Applicable
College and Career Readiness Anchor Standards for Reading	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Reading: Informational Text	Integration of Knowledge and Ideas	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	🟩	In designing, constructing, and programming the robot, students will interpret the visual representation of a design process and apply that process to the hands-on building and programming of the robot. In the Project Challenge, students will interpret charts, graphs, timelines, or other graphical/visual representations of metrics to relate to a greater understanding of the Challenge topic and the development of the team's innovative solution.
College and Career Readiness Anchor Standards for Reading	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.	Reading: Informational Text	Integration of Knowledge and Ideas	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	🟩	For the Project presentation, students will study, analyze and explain an author's reasons and evidence especially when considering various solution options.
College and Career Readiness Anchor Standards for Reading	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading: Literature	Integration of Knowledge and Ideas	RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	🟥	Not Applicable
College and Career Readiness Anchor Standards for Reading	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading: Informational Text	Integration of Knowledge and Ideas	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	🟩	Students will integrate multiple sources of information in the development of a well-researched Project topic and a well-considered solution.
College and Career Readiness Anchor Standards for Reading	Read and comprehend complex literary and informational texts independently and proficiently.	Reading: Literature	Range of Reading and Text Complexity	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	🟥	Not Applicable
College and Career Readiness Anchor Standards for Reading	Read and comprehend complex literary and informational texts independently and proficiently.	Reading: Informational Text	Range of Reading and Text Complexity	RI.4.10	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.	🟩	Students will read and comprehend source material, including history/social studies and science for their Project research and technical texts and materials for designing, building and programming the team's robot.
		Reading: Foundational Skills	Phonics and Word Recognition	RF.4.3.A	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	🟩	As part of the research process, students will read multiple age appropriate texts in order to develop their conclusions for their Project presentation or to design and program their robot. During their reading it is expected that they will encounter unknown words and have to use their knowledge of all letter-sound correspondences, syllabication patterns, and morphology to understand the words encountered.
		Reading: Foundational Skills	Phonics and Word Recognition	RF.4.4.A	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	🟩	As part of the research process, students will read multiple age appropriate texts in order to develop their conclusions for their Project.
		Reading: Foundational Skills	Phonics and Word Recognition	RF.4.4.B	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	🟨	As part of the research process, if the coach/mentor chooses students can read age appropriate texts out loud providing the opportunity to practice word accuracy, rate, and expression. Students must present their Project to judges in an oral presentation, which requires accurate pronunciation, appropriate rate, and expression.

	Reading: Foundational Skills	Phonics and Word Recognition	RF.4.4.C	Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		In order to develop conclusions for their Project, students will read texts and encounter unknown words requiring them to use context to make sense of word meaning.
College and Career Readiness Anchor Standards for Reading	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.4.1.A	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		In preparation for the team's oral Project presentation, students will compose and organize their related ideas together into groups to best support their conclusions.
College and Career Readiness Anchor Standards for Reading	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.4.1.B	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b. Provide reasons that are supported by facts and details.		In preparation for the team's oral Project presentation, students will compose and present their research and innovative solution with sufficient evidence, detail, and explanation to best support the team's conclusions.
College and Career Readiness Anchor Standards for Reading	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.4.1.C	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).		In preparation for the team's oral Project presentation, students will compose and present their research and innovative solution by using transitional words and phrases to connect their opinions and supporting evidence.
College and Career Readiness Anchor Standards for Reading	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.4.1.D	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. d. Provide a concluding statement or section related to the opinion presented.		In preparation for the team's oral Project presentation, students will compose a concluding section or statement that summarizes their opinions and supporting evidence.
College and Career Readiness Anchor Standards for Reading	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.4.2.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. 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.		In preparation for the team's oral Project presentation, students will compose an introduction to their topic by organizing the related information in appropriate sections and incorporating illustrations and multimedia when useful in aiding audience engagement and comprehension.
College and Career Readiness Anchor Standards for Reading	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.4.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		In preparation for the team's oral Project presentation, students will compose a well-supported argument that incorporates facts, details, quotations and other information and examples related to the topic and in support of their innovative solution.
College and Career Readiness Anchor Standards for Reading	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.4.2.C	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).		In preparation for the team's oral Project presentation, students will compose and organize their research and innovative solution by linking ideas within categories of information with transitional words and phrases.
College and Career Readiness Anchor Standards for Reading	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.4.2.D	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		In preparation for the team's oral Project presentation, students will compose their presentation by using precise language and domain-specific, scientifically and technologically correct vocabulary in explaining their topic and conclusions.
College and Career Readiness Anchor Standards for Reading	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.4.2.E	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e. Provide a concluding statement or section related to the information or explanation presented.		In preparation for the team's oral Project presentation, students will compose a concluding section or statement that summarizes their position and supporting evidence.

College and Career Readiness Anchor Standards for Reading	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.4.3.A	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	In preparation for the team's oral Project presentation, students will compose a narrative of real or imagined experiences that establish a situation, narrator and/or characters in order to deliver a creative presentation of their Project topic and innovative solution.
College and Career Readiness Anchor Standards for Reading	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.4.3.B	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	In preparation for the team's oral Project presentation, students will compose a narrative of real or imagined experiences that incorporate dialogue and description to deliver a creative presentation of their Project topic and innovation solution.
College and Career Readiness Anchor Standards for Reading	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.4.3.C	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use a variety of transitional words and phrases to manage the sequence of events.	In preparation for the team's oral Project presentation, students will compose a narrative of real or imagined experiences that incorporate transitional words and phrases to manage the sequence of events in their creative presentation of their Project topic and innovation solution.
College and Career Readiness Anchor Standards for Reading	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.4.3.D	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	In preparation for the team's oral Project presentation, students will compose a narrative of real or imagined experiences that uses concrete words and phrases and sensory details to convey experiences and events precisely in their creative presentation of their Project topic and innovation solution.
College and Career Readiness Anchor Standards for Reading	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.4.3.E	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. e. Provide a conclusion that follows from the narrated experiences or events.	In preparation for the team's oral Project presentation, students will compose a narrative of real or imagined experiences that provides a conclusion that follows from the narrated experiences or events in their creative presentation of their Project topic and innovation solution.
College and Career Readiness Anchor Standards for Reading	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing	Production and Distribution of Writing	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	In preparation for the team's oral Project presentation, students will produce clear, coherent, organized and thorough reporting of the topic they researched, the innovative solution they purposed, and their sharing methods as an entertaining and creative script to deliver their presentation to a panel of judges.
College and Career Readiness Anchor Standards for Reading	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing	Production and Distribution of Writing	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)	In preparation for the team's oral Project presentation, students will review, revise, and edit the script with support from each other and the coach to create a polished presentation for the Project judges to evaluate.
College and Career Readiness Anchor Standards for Reading	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing	Production and Distribution of Writing	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	As part of the writing and research process, students will likely use computers as a resource for research and document creation. Depending upon the nature of the challenge question and rules governing student communications at the host site students may take advantage of the opportunity to collaborate with content area experts via technology.
College and Career Readiness Anchor Standards for Reading	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing	Research to Build and Present Knowledge	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	As part of the research process, students will conduct smaller research efforts supporting the larger project in order to bring different perspectives and solutions to the group.
College and Career Readiness Anchor Standards for Reading	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing	Research to Build and Present Knowledge	W.4.8	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.	As part of the research process, students will develop notes that capture the main idea and key details provided by a variety of informational text.

College and Career Readiness Anchor Standards for Reading	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing	Research to Build and Present Knowledge	W.4.9.A	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	Not Applicable
College and Career Readiness Anchor Standards for Reading	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing	Research to Build and Present Knowledge	W.4.9.B	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	As part of the research process and preparation of the Project script, students will have to make use of information they have collected from a variety of informational texts to support their conclusion with sufficient details and evidence.
College and Career Readiness Anchor Standards for Reading	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.	Writing	Range of Writing	W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	As part of the writing process, students will write over the course of several weeks as they develop their notes, research, innovative solution, and creative presentation script for their Project and prepare for their Robot Design and Core Values judging.
College and Career Readiness Anchor Standards for Reading	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.	Speaking & Listening	Comprehension and Collaboration	SL.4.1.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 their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	As part of the Robot Design and Project judging at a tournament, students will prepare oral presentations and discussions of the material they researched and created, including the engineering and programming principles and the game strategies they employed in the Robot Game.
College and Career Readiness Anchor Standards for Reading	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.	Speaking & Listening	Comprehension and Collaboration	SL.4.1.B	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles.	As part of the team's Core Values development, students will participate in multiple discussions where they have to follow agreed upon rules and carry out assigned roles and responsibilities.
College and Career Readiness Anchor Standards for Reading	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.	Speaking & Listening	Comprehension and Collaboration	SL.4.1.C	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	As part of the team's Core Values development, students will practice active listening skills and create a group dynamic where students contribute to the team and incorporate other's ideas and comments through discussion, brainstorming, and teambuilding sessions.
College and Career Readiness Anchor Standards for Reading	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.	Speaking & Listening	Comprehension and Collaboration	SL.4.1.D	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	As part of the team's Core Values development, students will review the key ideas expressed and explain their own ideas in collaboration with their peers.

College and Career Readiness Anchor Standards for Reading	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.	Speaking & Listening	Comprehension and Collaboration	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	As part of the team's Project development, students will have the opportunity to paraphrase text and information that is presented in many formats. Oral information will most likely occur as part of a conversation with an expert or from a video presentation.
College and Career Readiness Anchor Standards for Reading	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Speaking & Listening	Comprehension and Collaboration	SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	As part of the team's Project development, students will have the opportunity to identify the reasons and evidence a speaker provides to support particular points. This will most likely occur as part of a conversation with an expert, from a video presentation, or during team group discussions.
College and Career Readiness Anchor Standards for Reading	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.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	As part of *FIRST®* LEGO® League judging at events, students will participate in three judging sessions and have the opportunity to practice different oral presentation styles: a very formal, polished Project presentation, a discussion-based sharing of ideas in Core Values and Robot Design judging, and a more extemporaneous opportunity to share with all judges in judging question and answer sessions.
College and Career Readiness Anchor Standards for Reading	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	As part of *FIRST®* LEGO® League judging at events, students will prepare and use some or all of the following at a tournament: audio recordings and visual displays, such as posters, programming graphics or computer displays, uniforms, songs, chants, etc. to create a team identity, costumes and props for Project presentation delivery.
College and Career Readiness Anchor Standards for Reading	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will have multiple opportunities to present in a wide variety of contexts that will allow them to use both formal and informal discourse.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.4.1.A	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Throughout the process of participating in the *FIRST® LEGO* League program and at tournaments, students will have multiple opportunities to use relative pronouns and adverbs while speaking or writing.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.4.1.B	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will have opportunities to form and use progressive verb tenses while speaking or writing.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.4.1.C	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will use modal auxiliaries while speaking or writing.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.4.1.D	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will have multiple opportunities to demonstrate command of the conventions of standard English grammar and usage including ordering adjectives while speaking or writing.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.4.1.E	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use prepositional phrases.	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will have multiple opportunities to demonstrate command of the conventions of standard English grammar and usage including forming and using prepositional phrases while speaking or writing.

College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.4.1.F	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Throughout the process of participating in the *FIRST® LEGO®* League event, students will have multiple opportunities to produce complete sentences and correct fragments or run-ons while speaking or writing.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.4.1.G	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Correctly use frequently confused words (e.g., to, too, two; there, their).	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will have multiple opportunities to use frequently confused words correctly while speaking or writing.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language	Conventions of Standard English	L.4.2.A	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will have multiple opportunities to use correct capitalization as they develop their notes, write their scripts, and create their displays and judging materials.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language	Conventions of Standard English	L.4.2.B	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas and quotation marks to mark direct speech and quotations from a text.	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will have opportunities to use commas and quotation marks to indicate direct speech in their presentation scripts or quotations in their notes.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language	Conventions of Standard English	L.4.2.C	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use a comma before a coordinating conjunction in a compound sentence.	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will have multiple opportunities to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as they develop displays and judging materials and write their presentation scripts.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language	Conventions of Standard English	L.4.2.D	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade-appropriate words correctly, consulting references as needed.	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will have multiple opportunities to spell words correctly in their notes and presentation scripts.
College and Career Readiness Anchor Standards for Reading	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.	Language	Knowledge of Language	L.4.3.A	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will have multiple opportunities to choose words to convey ideas precisely, especially science and engineering terminology that teams will use in Project and Robot Design judging.
College and Career Readiness Anchor Standards for Reading	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.	Language	Knowledge of Language	L.4.3.B	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Choose punctuation for effect.	Throughout the process of participating in the *FIRST®* LEGO® League program, preparing their Project presentation and at tournaments, students will have multiple opportunities to use punctuation for effect.
College and Career Readiness Anchor Standards for Reading	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.	Language	Knowledge of Language	L.4.3.C	Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).	Throughout the process of participating in the *FIRST®* LEGO® League program and at tournaments, students will have multiple opportunities to transition between formal English and informal English depending upon the context, especially as they transition between prepared presentations and more informal question and answer sessions with judges.
College and Career Readiness Anchor Standards for Reading	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.	Language	Vocabulary Acquisition and Use	L.4.4.A	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.	As part of the reading process used to collect information for the Project, students will clarify the meaning of words based on context clues.

College and Career Readiness Anchor Standards for Reading	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.	Language	Vocabulary Acquisition and Use	L.4.4.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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	As part of the reading process to develop their Project topic and solution, students will use common Greek and Latin affixes and roots to determine the meaning of words.
College and Career Readiness Anchor Standards for Reading	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.	Language	Vocabulary Acquisition and Use	L.4.4.C	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. c. 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.	While collecting information for Project topic development, students will consult reference materials to determine word pronunciation and meaning.
College and Career Readiness Anchor Standards for Reading	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language	Vocabulary Acquisition and Use	L.4.5.A	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Not Applicable
College and Career Readiness Anchor Standards for Reading	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language	Vocabulary Acquisition and Use	L.4.5.B	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Not Applicable
College and Career Readiness Anchor Standards for Reading	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language	Vocabulary Acquisition and Use	L.4.5.C	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)	"While collecting information for Project topic development and preparing the Project presentation, students will have the opportunity to show understanding of words by relating them to their synonyms and antonyms."
College and Career Readiness Anchor Standards for Reading	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.	Language	Vocabulary Acquisition and Use	L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Throughout the process of participating in the *FIRST*® LEGO® League program and at tournaments, students will have multiple opportunities to acquire and use grade appropriate academic as well as domain-specific words, in particular, specialized vocabulary related to the Challenge topic and to the fields of engineering, design, and computer programming.