

Domain	Standard	Description	Fallacy Detectors	Logical Fallacies Worksheets and Lesson Plans	Social Media Simulator
RI	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
RI	8	Explain how an author uses reasons and evidence to support particular points in a text.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W	3	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. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W	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.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL	3	Identify the reasons and evidence a speaker provides to support particular points.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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SL	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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L	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).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>