

English Language Arts

Grade 4

Common Core Standard	AASL Standard(s)	Cranium CoRE Support
CC.4.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		While playing a <i>Cranium CoRE</i> academic game in the defense of answer/discussion portion for speaking. In the question composition portion for writing.
CC.4.L.1.a Conventions of Standard English: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).		
CC.4.L.1.b Conventions of Standard English: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.		
CC.4.L.1.c Conventions of Standard English: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.		
CC.4.L.1.d Conventions of Standard English: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).		
CC.4.L.1.e Conventions of Standard English: Form and use prepositional phrases.		
CC.4.L.1.f Conventions of Standard English: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*		

CC.4.L.1.g Conventions of Standard English: Correctly use frequently confused words (e.g., to, too, two; there, their).*		
CC.4.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		In the question composition portion of <i>Cranium CoRE</i>
CC.4.L.2.a Conventions of Standard English: Use correct capitalization.		In the question composition portion of <i>Cranium CoRE</i>
CC.4.L.2.b Conventions of Standard English: Use commas and quotation marks to mark direct speech and quotations from a text.		In the question composition portion of <i>Cranium CoRE</i>
CC.4.L.2.c Conventions of Standard English: Use a comma before a coordinating conjunction in a compound sentence.		
CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>	<p>In the question composition portion of <i>Cranium CoRE</i></p> <p>This is the best practice standard for defending an answer chosen in <i>Cranium CoRE</i> academic gaming.</p> <p>This is the best practice standard for defending an answer chosen collaboratively with teammates in <i>Cranium CoRE</i> academic gaming.</p>
CC.4.R.I.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported		This is the best practice standard for defending an answer chosen collaboratively with

by key details; summarize the text.		teammates in <i>Cranium CoRE</i> academic gaming.
CC.4.R.I.3 Key Ideas and Details: 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.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	Using the collective background knowledge of the teammates, this is the best practice standard for defending an answer chosen collaboratively with teammates in <i>Cranium CoRE</i> academic gaming.
CC.4.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		Within either the gaming or question composition parts of <i>Cranium CoRE</i> , discussion of the meaning of words or whole text is a best practice routine.
CC.4.R.I.5 Craft and Structure: 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.		This is the best practice standard for both choosing and defending an answer chosen collaboratively with teammates in <i>Cranium CoRE</i> academic gaming.
CC.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.	This occurs naturally in a collaborative, team effort by following the question composition template on the <i>Cranium CoRE</i> website.
CC.4.R.I.7 Integration of Knowledge and Ideas: 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.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be	Everything within the <i>Cranium CoRE</i> methods points to supporting the answers contextually. Read, view and listen to any source chosen by the teacher immediately before academic game play is the common best practice recommended for <i>Cranium CoRE</i> .

	drawn.	
CC.4.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.		Author's purpose questions are commonly used and the defense contextually to support a position is the standard best practice in <i>Cranium CoRE</i> gaming.
CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>Read, view and listen to any source chosen by the teacher immediately before academic game play is the common best practice recommended for <i>Cranium CoRE</i>.</p> <p><i>Cranium CoRE</i> is well suited for comparing/contrasting, making inferences and gathering meaning. You could take two book titles, one fiction, one non-fiction and do a remarkable job using <i>Cranium CoRE</i>. For example, <i>Incidents in the Life of a Slave Girl</i> could be read with <i>Copper Sun</i> for a compare/contrast academic game set up for paired reading, fiction and non-fiction thematically.</p> <p><i>Cranium CoRE</i> question writing encourages self-directed, purpose driven communication to demonstrate new understanding in a relevant way.</p>
CC.4.R.I.10 Range of Reading and Complexity of Text: 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 necessary at the high end of the range.		Due to the open source flexibility within <i>Cranium CoRE</i> , a teacher can scaffold as needed with appropriate titles chosen by textual complexity.
CC.4.R.L.1 Key Ideas and Details: Refer to details	1.1.6 Read, view, and listen for information	Read, view and listen to any source chosen by

and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	the teacher immediately before academic game play is the common best practice recommended for <i>Cranium CoRE</i> .
CC.4.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	Read, view and listen to any source chosen by the teacher immediately before academic game play is the common best practice recommended for <i>Cranium CoRE</i> .
CC.4.R.L.3 Key Ideas and Details: 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).		The game play requires the players to support their answers with key ideas or details. The question writing within <i>Cranium CoRE</i> also allows the students to compose questions based on key details as well.
CC.4.R.L.4 Craft and Structure: 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).		
CC.4.R.L.5 Craft and Structure: 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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.		
CC.4.R.L.6 Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		Use of compare and contrast questions on the <i>Cranium CoRE</i> games during game play. Even more challenging are composing these types of questions for your own games.
CC.4.R.L.7 Integration of Knowledge and Ideas: 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.		View a movie version of a book or go see a theater version and compare and contrast what you saw and heard versus what you read by formulating questions for a <i>Cranium CoRE</i> game.

<p>CC.4.R.L.9 Integration of Knowledge and Ideas: 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.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>Pick a topic or theme, i.e. slavery in the 19th century, and choose a book or article, fiction or non-fiction, from two different countries or cultures that cover the topic. Compose questions within <i>Cranium CoRE</i> that compare and contrast the positions of each culture.</p>
<p>CC.4.R.L.10 Range of Reading and Complexity of Text: 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.</p>	<p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p>	<p>Pick a book, short story or poem in the appropriate complexity band for use with <i>Cranium CoRE</i> to either play a game with complex textual questions or compose textually complex questions to create your own game as a group.</p>
<p>CC.4.SL.1 Comprehension and Collaboration: 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.</p>		<p>After choosing a fiction or non-fiction book, story, poem, play a <i>Cranium CoRE</i> game with a defense of each answer using the author's words in a collaborative discussion format.</p>
<p>CC.4.SL.1.a Comprehension and Collaboration: 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.</p>	<p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p>	<p>Take any pertinent topic, choose a text related to it, separate into small teams and compose textually complex questions that require supporting material from the text to defend each answer. Add them to a <i>Cranium CoRE</i> game.</p>
<p>CC.4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>3.2.2 Show social responsibility by participating</p>	<p>Use <i>Cranium CoRE</i> following the protocol, 1) Read aloud 2) Play game 3) Defend answers, to discuss and defend answers in a team event.</p>

	actively with others in learning situations and by contributing questions and ideas during group discussions.	
CC.4.SL.1.c Comprehension and Collaboration: 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.		During a <i>Cranium CoRE</i> game the protocol requires defending answers using the author's words with subsequent discussion about what is said by each participant.
CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	During a <i>Cranium CoRE</i> game the protocol requires defending answers using the author's words with subsequent discussion about what is said by each participant. Apply critical thinking skills to answer the questions while playing a game or to compose questions on a team.
CC.4.SL.2 Comprehension and Collaboration: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		There opportunities to summarize portions of text previously read, heard or seen prior to playing an academic game based on this text.
CC.4.SL.3 Comprehension and Collaboration: Identify the reasons and evidence a speaker provides to support particular points.	1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.	Providing supportive evidence using the author's words is at the heart of <i>Cranium CoRE</i> .
CC.4.SL.4 Presentation of Knowledge and Ideas: 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	3.1.3 Use writing and speaking skills to communicate new understandings effectively.	<i>Cranium CoRE</i> provides ample opportunity with each question for any of the team members to use relevant, descriptive details from the text to support their positions spoken clearly to the participants of each game.

understandable pace.		
<p>CC.4.SL.5 Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	<p>Cranium CoRE allows the use of writing skills to create academic games as teams using web-based technology to share what the students know about a text covering any topic.</p>
<p>CC.4.SL.6 Presentation of Knowledge and Ideas: 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 and 3 on page 28 for specific expectations.)</p>		
<p>CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from</p>	<p>Oral expression to defend an answer or point of view with evidence from the text in the author's words is basic practice within the Cranium CoRE protocol. Practicing this orally will help for written expression supporting a point of view contextually.</p>

	<p>information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	
<p>CC.4.W.1.a Text Types and Purposes: 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.</p>	<p>2.1.2 Organize knowledge so that it is useful.</p>	<p>Stating the writer's or author's purpose either in answering questions related to it, or, formulating questions to be discussed related to it in the game created is part of the Cranium CoRE protocol.</p>
<p>CC.4.W.1.b Text Types and Purposes: Provide reasons that are supported by facts and details.</p>	<p>2.1.2 Organize knowledge so that it is useful.</p>	<p>Oral defense of answers with textual evidence in the academic games within Cranium CoRE are best practice protocol.</p>
<p>CC.4.W.1.c Text Types and Purposes: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>		
<p>CC.4.W.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>	
<p>CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p>	

CC.4.W.2.a Text Types and Purposes: 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.		
CC.4.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
CC.4.W.2.c Text Types and Purposes: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).		
CC.4.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.		
CC.4.W.2.e Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.	
CC.4.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
CC.4.W.3.a Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		Sequencing questions within Cranium CoRE allow the students composing questions to practice the skill of organizing the material in such a way as to stretch their creativity and thinking skills.
CC.4.W.3.b Text Types and Purposes: Use dialogue		The composition of the Cranium CoRE

and description to develop experiences and events or show the responses of characters to situations.		academic gaming questions can allow for a creative way to express how a character felt or responded to specific situations.
CC.4.W.3.c Text Types and Purposes: Use a variety of transitional words and phrases to manage the sequence of events.		
CC.4.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.		
CC.4.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.		
CC.4.W.4 Production and Distribution of Writing: 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.)	2.1.2 Organize knowledge so that it is useful.	For the purposes of composing textually complex, academic gaming questions Cranium CoRE is an excellent vehicle to practice writing skill proficiency.
CC.4.W.5 Production and Distribution of Writing: 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.)	1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.	There is feedback loop built in to Cranium CoRE with a 1 through 5 rating scale for any question set published on the website. Furthermore, the basic practice is to go back to the original questions as a team and evaluate each other's work to be edited and revised.
CC.4.W.6 Production and Distribution of Writing: 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	1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 1.1.9 Collaborate with others to broaden and deepen understanding.	Under the guidance and oversight of teachers, students can collaboratively compose and publish academic gaming questions to be available anywhere in the world. The web-based nature of the social network

<p>in a single sitting.</p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p>	<p>encourages collaboration, feedback and revision of the product in a world wide, learning community.</p> <p>Oral defense of arguments for correct answers contextually.</p> <p>Team format offers a variety of collaborative problem solving opportunities.</p> <p>Speaking skills improve by reading aloud as well as orally defending answers.</p>
<p>CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.6 Read, view, and listen for information</p>	<p>Following the three step Cranium CoRE, open book process, 1) read aloud 2) play game 3) discuss and defend answer, encourages diving into the text to evaluate, analyze and prove the answer is correct.</p>

	<p>presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>	
<p>CC.4.W.8 Research to Build and Present Knowledge: 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.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	<p>The variety of complex textual questions within the Cranium CoRE games (hypothetical, inferential, sequencing, persuasive argument, author’s purpose) require higher order thinking and encourage collaboration to answer.</p>

	<p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>	
<p>CC.4.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	<p>Complex textual questions encourage analysis, evaluation and defense of answers with an open book for any curricular area.</p>
<p>CC.4.W.9.a Research to Build and Present Knowledge: 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].”).</p>		<p>Complex textual questions encourage analysis, evaluation and defense of answers with an open book for any curricular area.</p>
<p>CC.4.W.9.b Research to Build and Present Knowledge: 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”)</p>		<p>Complex textual questions encourage analysis, evaluation and defense of answers with an open book for any curricular area.</p>
<p>CC.4.W.10 Range of Writing: 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.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>Collaborative or individual writing of textually complex questions with peer as well as teacher review, evaluation, analysis and editing.</p>