

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3. W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	4. W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> <li>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.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (eg. for instance, in order to, in addition).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol>	5. W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Student Friendly Language:**

I can write my thoughts and feelings about a topic or text in an organized manner.  
 I can give reasons for my thoughts and feelings.  
 I can write a conclusion.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● An opinion is a personal thought or feeling</li> <li>● Writer’s purpose</li> <li>● Difference between relevant and irrelevant reasons/ facts/ support/ examples</li> <li>● Concluding statements</li> <li>● Appropriate writing format</li> </ul>	<p>Opinions can be supported with facts.</p> <p>Personal opinions matter.</p> <p>Good opinion writers address the needs of the audience and build a reasoned and logical case to support a clear position.</p> <p>People use opinions to persuade.</p>	<p>Connect and link ideas with details, examples and facts.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Develop opinion/position claim.</p> <p>Differentiate between relevant and irrelevant reasons/evidence.</p> <p>Include an appropriate variety of reasons/evidence that support the opinion and address the needs of the audience.</p> <p>Select an appropriate writing format</p> <p>Write opinion/position pieces on topics or texts, supporting a point of view with reasons and information by: introducing a topic or text stating an opinion</p>

## Key Vocabulary:

persuade  
purpose  
relevant  
irrelevant  
opinion  
facts  
details  
support  
reasons  
concluding statements  
voice  
audience  
point of view

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

To be aware of other viewpoints and perspectives  
To understand other viewpoints and perspectives  
Determine what your opinion is  
Use technology to find facts/know how to research  
Use evidence to support your opinions  
Make your reasoning clear to others

### Real world applications:

Letter to the Editor  
Salesman  
Student Council/campaigning  
Propose changes at school, home, work, etc.  
Letter to Congressman

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing Standards K-5	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>d. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>5.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>

<b>Student Friendly Language:</b>
<p>I can write to inform an audience.</p> <p>I can write an introduction to my topic.</p> <p>I can group related information into paragraphs and sections.</p> <p>I can use facts, definitions, and quotations about my topics when writing.</p> <p>I can use vocabulary specific to my topic.</p> <p>I can write a conclusion for my informative text.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>Texts can be organized into paragraphs and sections.</li> <li>Inform means to give information.</li> <li>Facts are true, and can be proven.</li> <li>Texts can be organized differently for different purposes.</li> </ul>	<p>The purpose of writing an informative/explanatory text is to give information.</p> <p>There is a structure for writing informational/explanatory texts.</p> <p>An informative/explanatory text needs to include vocabulary that relates to the text.</p> <p>Multimedia and illustrations aid in the process of conveying information.</p>	<p>Write an informative/explanatory text to examine a topic and convey ideas and information.</p> <p>Select a structure appropriate for the topic and purpose.</p> <p>Determine the appropriate vocabulary for a topic.</p> <p>Use transition words to link ideas.</p>

## Key Vocabulary:

Informative  
Explanatory  
Formatting  
Topic  
Purpose  
Precise Language  
Paragraph  
Illustrations  
Quotations  
Multimedia  
Concluding statement  
Text features

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

to write letters for a variety of purposes

to send e-mails that others can comprehend

will not be able to always speak about a topic, writing will be required (filling out forms or applications before an interview is granted)

to express your ideas/perspectives and have them valued (letters to the editor, congressmen, etc.)

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<b>Strand:</b>	Writing K-5	<b>Anchor Standard:</b>	Text type and purpose	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>W 3.3 Write narratives to develop real or imagined experiences or events using effective technique descriptive details, and clear event sequences.</p>	<p>W 4.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events to show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W 5.3 Write narratives to develop real or imagined experiences or events using effective technique descriptive details, and clear event sequences.</p>

Student Friendly Language:
<p>I can create a beginning of a story that describes a setting, characters, and problem.</p> <p>I can use transitional words to order events in a story.</p> <p>I can use dialog to show how characters deal with each other and events.</p> <p>I can use descriptive details so the reader can see what is happening in my story.</p> <p>I can write a conclusion to my story .</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Narrative elements</li> <li>● Sequencing events</li> <li>● Vivid language</li> </ul>	<p>Effective narrative writing uses strategies to communicate stories.</p>	<p>Design and write narrative text that describes characters, setting and plot.</p> <p>Use a variety of resources to organize events of a story.</p> <p>Use reference materials to enhance words for vivid imagery.</p> <p>Use conventions of language to effectively communicate.</p> <p>Use graphic organizers to organize story elements.</p>

## Key Vocabulary:

Adjectives  
nouns  
dialogue  
voice  
character  
setting  
show don't tell technique  
conclusion  
vivid  
transition words  
paragraph  
narrative  
sequencing  
sensory words  
narrative elements  
plot

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Journaling  
Letter writing  
e-mailing  
blogging  
texting  
writing competitions

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

<b>Student Friendly Language:</b>
I can organize my writing in a clear way for my purpose and audience.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● sentence structure</li> <li>● topic sentence</li> <li>● paragraph structure</li> <li>● writing conventions</li> <li>● purpose</li> <li>● audience</li> </ul>	<p>There are different purposes for writing.</p> <p>Different forms of writing (i.e., persuasive, expository, narrative) are organized in different ways.</p> <p>You write differently depending on your audience.</p> <p>The way a piece of writing is developed and organized can help communicate the information/ story to an audience.</p>	<p>Create a writing project that is appropriate to task, purpose, and audience.</p> <p>Use prewriting strategies to plan, edit, and revise a writing project.</p>

<b>Key Vocabulary:</b>			
<u>coherent</u> purpose narrative	development audience	organization persuasive	task <u>expository</u>

<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Complete written response questions on job or college applications.</p> <p>Write a news article or letter to the editor to express an opinion.</p> <p>Author a book or magazine article to provide information on a topic.</p> <p>Email a friend to arrange a meeting or email a teacher to clarify an assignment.</p>

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<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.W.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 3 on pages 28 and 29.)</p>	<p>4.W.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 pages 28 and 29.)</p>	<p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p>

<b>Student Friendly Language:</b>
<p>I can plan and develop a piece of written work.          I can improve my written work with guidance from others through revising and editing.          I can use appropriate capitalization, punctuation, and spelling in my writing.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Planning processes</li> <li>● Revision processes</li> <li>● Editing processes</li> <li>● Peer review processes</li> <li>● Adult review processes</li> <li>● Conventions through 4th grade</li> </ul>	<p>Writing is a way to communicate thoughts with others.</p> <p>Writing is a process that can continually be improved upon.</p> <p>Guidance and support from others can strengthen the final product.</p>	<p>Plan and develop a piece of written work.</p> <p>Revise and edit written work.</p> <p>Collaborate with others to give and receive feedback about written work.</p> <p>Use grade level conventions in written work.</p>

<b>Key Vocabulary:</b>						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><u>Conventions</u></td> <td style="width: 50%; border: none;">planning process</td> </tr> <tr> <td style="border: none;">revision process</td> <td style="border: none;">editing process</td> </tr> <tr> <td style="border: none;">peer review process</td> <td style="border: none;">collaboration</td> </tr> </table>	<u>Conventions</u>	planning process	revision process	editing process	peer review process	collaboration
<u>Conventions</u>	planning process					
revision process	editing process					
peer review process	collaboration					
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?						
<p>Writing letters, essays, and thank you notes.          Communicating with others(boss, co-workers, customers) in your job.          Filling out job applications and applying for scholarships.</p>						

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	4.W.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.	5.W.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 two pages in a single sitting.

<b>Student Friendly Language:</b>
<p>I can write and publish my own work using a computer. I can type at least one page fluently.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● process to use the Internet properly</li> <li>● basics of word processing program, such as Microsoft Word</li> <li>● keyboarding skills</li> </ul>	<p>Technology can be used to publish writing.</p> <p>Keyboarding skills make publishing easier and faster.</p>	<p>Produce a piece of writing.</p> <p>Use technology to publish writing.</p> <p>Demonstrate keyboarding skills.</p> <p>Use the Internet to interact and collaborate with others.</p>

<b>Key Vocabulary:</b>
<p>Technology Internet <u>format</u> publish revise produce</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Technology is a part of everyday life. It is important to know how to use it properly to make your life easier. You could start your own blog or publish a book online.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.W.7 Conduct short research projects that build knowledge about a topic.	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Student Friendly Language:
<p>I can research using reference materials (ex. books, encyclopedias).</p> <p>I can research using technology.</p> <p>After researching, I can write on a topic using the information I found.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• types of reference materials available</li> <li>• the proper use of technology for research purposes</li> <li>• the process to complete a research project</li> </ul>	<p>There are different aspects to a research topic.</p> <p>There are multiple resources that should be used in researching.</p> <p>Not all sources are reliable.</p> <p>Copying other people’s work is known as plagiarism.</p>	<p>Conduct a short research project.</p> <p>Investigate a variety of information from several sources.</p> <p>Discriminate between accurate and inaccurate material.</p> <p>Write a short research project using information from reliable sources.</p> <p>Put information in my own words (paraphrase).</p>

Key Vocabulary:															
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><u>paraphrase</u></td> <td style="width: 33%;">primary source</td> <td style="width: 33%;"><u>first-hand</u></td> </tr> <tr> <td><u>bias</u></td> <td>fact</td> <td>opinion</td> </tr> <tr> <td>research</td> <td>sources</td> <td><u>reliable</u></td> </tr> <tr> <td><u>unreliable</u></td> <td><u>accurate</u></td> <td><u>inaccurate</u></td> </tr> <tr> <td>investigate</td> <td><u>plagiarism</u></td> <td><u>aspect</u></td> </tr> </table>	<u>paraphrase</u>	primary source	<u>first-hand</u>	<u>bias</u>	fact	opinion	research	sources	<u>reliable</u>	<u>unreliable</u>	<u>accurate</u>	<u>inaccurate</u>	investigate	<u>plagiarism</u>	<u>aspect</u>
<u>paraphrase</u>	primary source	<u>first-hand</u>													
<u>bias</u>	fact	opinion													
research	sources	<u>reliable</u>													
<u>unreliable</u>	<u>accurate</u>	<u>inaccurate</u>													
investigate	<u>plagiarism</u>	<u>aspect</u>													
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>															
<p>When purchasing a cell phone, research brands and then give written reasoning for your selection.</p> <p>When researching products, find factual, reliable, and accurate information based on information gathered through research on a given topic.</p>															

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.W.8 Recall information from experiences or gather information from print and digital sources, take brief notes or sources and sort evidence into provided categories.	4.W.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.	5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.

Student Friendly Language:
<p>I can retell important details from what I have read.</p> <p>I can recall important information from previous experiences.</p> <p>I can explain and cite the information that I find.</p> <p>I can take notes and organize my thoughts.</p> <p>I can put the information I find in order either by time or importance.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Relevant information</li> <li>● Note taking</li> <li>● Recall</li> <li>● Digital sources</li> <li>● Categorizing</li> <li>● Printed sources</li> </ul>	<p>There are many sources for written information.</p> <p>Note taking and categorizing information is an effective way to organize your thoughts.</p> <p>Prior knowledge can be relevant to current topics of study.</p> <p>Not all sources are reliable.</p> <p>Information borrowed from outside sources must be cited or accredited to the author.</p>	<p>Analyze textual information to determine relevance to topic categories.</p> <p>Connect prior experiences related to textual information.</p> <p>Record information and categorize according to topic.</p> <p>Cite sources.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">relevant</td> <td style="width: 20%;">evidence</td> <td style="width: 20%;">digital sources</td> <td style="width: 20%;"><u>prior experience</u></td> <td style="width: 20%;">paraphrase</td> </tr> <tr> <td><u>categorizing</u></td> <td><u>cite</u></td> <td>recall</td> <td>print</td> <td>sort evidence</td> </tr> </table>	relevant	evidence	digital sources	<u>prior experience</u>	paraphrase	<u>categorizing</u>	<u>cite</u>	recall	print	sort evidence
relevant	evidence	digital sources	<u>prior experience</u>	paraphrase						
<u>categorizing</u>	<u>cite</u>	recall	print	sort evidence						
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>										
<p>Find directions for a board game that were lost.</p> <p>Research somewhere you are going on vacation.</p> <p>Use online news media to stay up to date with current events.</p>										

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
Begins in Grade 4	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 4 Reading standards</i> 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>Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>

Student Friendly Language:
<p>I can write details from a story to support my interpretation of that story.</p> <p>I can write facts from informational text that support my interpretation of that text.</p> <p>I can find evidence in what I read to back up what I believe to be true about the text.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● literary elements</li> <li>● genres</li> <li>● point of view/purpose</li> <li>● reasons</li> <li>● evidence</li> </ul>	<p>There is a connection between reading and writing.</p> <p>There is a difference between narrative and informational text.</p> <p>You find evidence as a way to support your interpretations.</p>	<p>Interpret writing for different purposes.</p> <p>Locate information from a variety of sources to support analysis, reflection, and research.</p>

**Key Vocabulary:**

character  
setting  
reasons  
evidence  
literary text  
informational text  
analysis  
reflection  
research

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

I can read and give evidence to my team from the text to know how to build, do, or explain something.

I can use the text of the rules of a game to prove how it should be played.

I can prove to my teacher or professor that I understand, using evidence from what I read.

I can prove I am right to anyone that wants to know, using evidence from what I read.