

Document F (sample document)

Grade 4 California Common Core Standards: English Language Arts Standards Map*

Foundational Skills	Informational Text	Literature	Language Standards	Writing
<p>Know/apply grade-level phonics, word analysis skills in decoding words</p> <p>Read multi-syllable words, in/out of context); use combined knowledge</p> <p>a) all letter-sound correspondences</p> <p>b) syllabication patterns</p> <p>c) morphology (roots, affixes)</p> <p>d) use context : confirm, correct</p> <p>Meaning of unknown, multiple-meaning word or phrase: in text</p> <p>a) context - definition, example, restatement in text</p> <p>b) use grade-appropriate Greek and Latin affixes and roots as clues to word meaning</p> <p>c) use dictionary, glossary, thesaurus, print/digital, to find: pronunciation precise meaning check/correct spelling identify alternate word choices</p> <p>Understand word relationships and nuances in word meaning:</p> <p>a) see figurative language in literature column</p> <p>b) relate words to their antonyms or synonyms to show understanding, use context</p> <p>c) use context clues</p> <p>Meaning: general academic and domain-specific words/phrases, in text; identify alternate word choices</p> <p>Acquire/use grade-appropriate, general academic, domain-specific words/phrases, include those that signal precise actions, emotions, states of being and are basic to a particular topic</p>	<p>Sufficient accuracy/fluency, purpose/understanding, support comprehension</p> <p>On successive readings: oral accuracy, appropriate rate/expression</p> <p>Describe overall structure: (problem/solution, events, ideas, concepts, information)</p> <p>a) chronology b) comparison c) cause/effect d) problem solution (events, ideas, concepts, information)</p> <p>Interpret information presented: visually, orally, quantitatively and explain how information helps to understand text</p> <p>Refer to details/examples when telling what text says implicit/explicit</p> <p>Explain events, procedures, ideas, concepts (what and why) based on info in text(historical, scientific/technical text)</p> <p>Determine main idea, tell how key details support and summarize text</p> <p>Tell how author uses reasons, evidence to support points in text</p> <p>Compare and contrast:</p> <p>a) 1st and 2nd hand account of same event/topic; (point of view) describe differences in focus and information provided</p> <p>b) integrate information from 2 texts, same topic, to write/speak about subject, knowledgeably</p> <p>By end of year, read, comprehend informational text, include history, social studies, science, technical text in the grade 4-5 complexity band with scaffolding at high end of range</p> <p>Draw evidence from text to support analysis, reflection, and research when writing</p>	<p>Read: sufficient accuracy, /fluency, purpose, understanding, support comprehension</p> <p>On successive readings: oral accuracy, appropriate rate/expression</p> <p>Explain structural differences: poems, drama, prose in speaking and writing about text</p> <p>a) poetry: verse, rhythm, meter b) drama: cast of characters, settings, descriptions, dialogue, stage directions</p> <p>Make connections between text and visual/oral presentation; identify where each version shows specific descriptions/directions in text</p> <p>Refer to details/examples when telling what text says implicit/explicit</p> <p>Describe, in depth, characters, setting, events, in depth; use specific details in text</p> <p>Determine theme from text details; summarize text</p> <p>Word/phrase meaning in text:</p> <p>a) allusions to significant characters found in mythology</p> <p>b) common idioms, adages and proverbs, figurative language</p> <p>c) meaning of simple similes and metaphors in context</p> <p>Compare/contrast:</p> <p>a) treatment of similar themes, topics and patterns of events in stories, myths, traditional literature, different cultures</p> <p>b) point of view, include difference in 1st/3rd person narratives</p> <p>By end of year, read, comprehend literature (stories, dramas, poetry) in the grade 4-5 complexity band with scaffolding as needed at high end of range</p> <p>Draw evidence from text to support analysis, reflection, and research when writing</p>	<p>Command of conventions of</p> <p>a) grammar/usage when writing, speaking</p> <p>b) English capitalization, punctuation, spelling when writing;</p> <p>Use knowledge of language and conventions: writing, speaking, reading, listening</p> <p>Differentiate contexts: formal English and informal discourse</p> <p>Complete sentences; recognize and correct fragments and run-ons</p> <p>Grammar:</p> <p>a) order adjectives properly in sentence</p> <p>b) form/use prepositional phrase</p> <p>c) form/use progressive verb tenses</p> <p>d) use modal auxiliaries (verb)</p> <p>e) correctly use frequently confused words</p> <p>f) use interrogative, relative pronouns</p> <p>g) use relative adverbs</p> <p>Punctuation:</p> <p>a) choose punctuation for effect</p> <p>b) use comma, quotation marks for direct speech and quotations from text</p> <p>c) use comma before coordinating conjunction, compound sentence</p> <p>Capitalization:</p> <p>Use correct capitalization</p> <p>Spelling:</p> <p>Spell grade-appropriate words</p> <p>Cursive:</p> <p><u>Write fluidly and legibly in cursive or joined italics.</u></p>	<p>Some guidance/support: peer, adult</p> <p>a) produce writing: development, organization appropriate to task, purpose, audience <u>including multiple paragraph texts</u></p> <p>b) develop, strengthen writing (plan, revise, edit)</p> <p>c) use technology, including internet, to produce/publish, and interact/collaborate with others; 1 page minimum in single sitting - keyboarding skills</p> <p>Types of writing:</p> <p>1. opinion pieces</p> <p>a) introduce topic/text, clearly state opinion, group related ideas</p> <p>b) reasons to support (facts/details)</p> <p>c) link opinions/reasons</p> <p>d) concluding statement, section</p> <p>2. informative/explanatory texts</p> <p>a) introduce topic, clearly group information in paragraphs, illustrations, format multi-media</p> <p>b) develop: fact, definition, concrete detail, quotations, examples, etc.</p> <p>c) link ideas within categories</p> <p>d) use precise language, domain-specific vocabulary</p> <p>e) concluding statement, section</p> <p>3. narratives</p> <p>a) orient reader, establish situation, narrator, characters, natural plot sequence</p> <p>b) dialogue, description to develop experiences, events or show character response to situation</p> <p>c) variety of transition words/phrase to manage event sequence</p> <p>d) use concrete words, phrases, sensory details, with precision</p> <p>e) provide conclusion</p> <p>Conduct short research projects to build knowledge, investigation</p> <p>Recall/gather relevant information , print/digital, take notes, paraphrase, categorize and give list of sources</p> <p>Write routinely: extended and shorter frames, range of discipline specific tasks, purposes, audiences..</p>