#### Main Criteria: Structure and Style for Students Secondary Criteria: California Content Standards Subject: Language Arts

Grade: 4

### Structure and Style for Students

#### UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

California Content Standards Language Arts

Grade 4 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND		Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details

EXPECTATION /	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
SUBSTRAND		from the text.

EXPECTATION / RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. SUBSTRAND

CONTENT	CA.CC.RI Reading	Standards for	Informational Text
STANDARD /	.4.		
<b>DOMAIN / PART</b>			

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	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.

#### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
ST ANDARD /		Reading Standards for Informational Text Range of Reading and Level of Text Complexity

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CONTENT CA.CC.RF Reading Standards: Foundational Skills
STANDARD / .4.
DOMAIN / PART
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PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION /	RF.4.4.a.	Read on-level text with purpose and understanding.

PROFICIENCY LEVEL FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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").
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	. Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION /	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

PROFICIENCY LEVEL

FOUNDATION /	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
PROFICIENCY		the discussion and link to the remarks of others.
LEVEL		

FOUNDATION / SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. PROFICIENCY LEVEL

#### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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 and 3 for specific expectations.)

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECT ATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.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).

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
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		California Content Standards
		Language Arts Grade 4 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
E ST ANDARD / MODE		Vocabulary Acquisition and Use 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.
E ST ANDARD / MODE	A- Literacy.C CRA.L.4 CCSS.EL A-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
E ST ANDARD / MODE EXPECTATION / SUBSTRAND	A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6	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. 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
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND	A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6 CA.CC.RI	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. 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.
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6 CA.CC.RI .4.	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. 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. Reading Standards for Informational Text
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION /	A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6 CA.CC.RI .4. RI.4.1.	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. 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. Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	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.

### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

# CONTENT CA.CC.RF Reading Standards: Foundational Skills ST ANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### CONTENT CA.CC.W. Writing Standards ST ANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD /	Text Types and Purposes
MODE	

EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.	
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
FOUNDATION / PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.	
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards	
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing	
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA	
EXPECTATION / SUBSTRAND	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.)	
EXPECTATION / SUBSTRAND	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.	
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards	
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge	
EXPECTATION / SUBSTRAND	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA	
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards	
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge	
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

FOUNDATION /	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
PROFICIENCY		support particular points in a text").
LEVEL		

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	. Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECT ATION / SUBSTRAND	SL.4.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas

EXPECTATION /SL.4.6.Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informalSUBSTRANDdiscourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.<br/>(See grade 4 Language standards 1 and 3 for specific expectations.)

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.
FOUNDATION /	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / L.4.6. SUBSTRAND	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).

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California Content Standards

Language Arts

Grade  ${\bf 4}$  - Adopted:  ${\bf 2013}$ 

CONTENT	CCSS.EL	College and	Career	Readiness	Anchor	Standards 1	for Reading
STANDARD /	A-						
DOMAIN / PART	Literacy.						
	CCRA.R.						

Key Ideas and Details

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language

PERFORMANC E STANDARD / MODE		
		Knowledge of Language
SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
STANDARD / A DOMAIN / PART L	4-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
SUBSTRAND	A-	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.
	CA.CC.R 4.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
EXPECTATION / SUBSTRAND	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).
SUBSTRAND		
SUBSTRAND CONTENT ST ANDARD / L	CA.CC.R	character's thoughts, words, or actions).
SUBSTRAND	CA.CC.R 4.	character's thoughts, words, or actions). Reading Standards for Literature
SUBSTRAND	<b>CA.CC.R</b> 4. RL.4.6.	character's thoughts, words, or actions).  Reading Standards for Literature  Craft and Structure  Compare and contrast the point of view from which different stories are narrated, including the difference between

EXPECTATION /RL4.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 textSUBSTRANDcomplexity band proficiently, with scaffolding as needed at the high end of the range.

#### CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA

EXPECTATION /	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
SUBSTRAND		and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including
		grade 4.)

EXPECTATION /W.4.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as<br/>well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a<br/>minimum of one page in a single sitting.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / W. SUBSTRAND	/.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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].").

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION /	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.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.4.

DO	MAIN	/ PART	

SUBSTRAND

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECT ATION / SUBSTRAND	SL.4.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

FOUNDATION /	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
PROFICIENCY		the discussion and link to the remarks of others.
LEVEL		

FOUNDATION / SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. PROFICIENCY LEVEL

#### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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 and 3 for specific expectations.)

#### CONTENT CA.CC.L. Language Standards STANDARD / 4.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

## CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. PROFICIENCY LEVEL

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.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).

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.
FOUNDATION / PROFICIENCY	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 4.

DOMAIN / PART

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / L.4.6 SUBSTRAND	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).

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California Content Standards Language Arts Grade 4 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading	
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading	
PERFORMANC E STANDARD / MODE		Craft and Structure	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading	
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading	

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing	
PERFORMANC E ST ANDARD / MODE		Range of Writing	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Vrite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a ingle sitting or a day or two) for a range of tasks, purposes, and audiences.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening	
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	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.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening	
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	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.	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language	
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

CRA.L.1

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.4.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.4.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Craft and Structure

EXPECTATION /RL4.6.Compare and contrast the point of view from which different stories are narrated, including the difference betweenSUBSTRANDfirst- and third-person narrations.

#### CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.4. **DOMAIN / PART** PERFORMANC Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / 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. SUBSTRAND CONTENT CA.CC.RF Reading Standards: Foundational Skills .4.

ST ANDARD / DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Fluency
EXPECT ATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY	RF.4.4.a.	Read on-level text with purpose and understanding.

LEVEL

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.

# CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4.

DO	MAIN	/ P/	ART

PERFORMANC E STANDARD / MODE	Research to Build and Present Knowledge
EXPECTATION / W. SUBSTRAND	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA

# CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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].").

# CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration

EXPECT ATION / SUBSTRAND	SL.4.1.	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.	
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.	
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.	
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.	
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
CONTENT STANDARD /	CA.CC.SL .4.	Speaking and Listening Standards	

#### ST ANDARD / DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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 and 3 for specific expectations.)

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	4.		

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PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
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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).

#### UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

California Content Standards Language Arts Grade 4 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading	
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading	
PERFORMANC E STANDARD / MODE		Craft and Structure	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading	
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD /	CA.CC.RI	Reading Standards for Informational Text

STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF .4.	Reading Standards: Foundational Skills
PERFORMANC E ST ANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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").

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.4.
DOMAIN / PART	

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration				
EXPECTATION / SUBSTRAND	SL.4.1.	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.				
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.				
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.				
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.				
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards				
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration				
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards				
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas				
EXPECTATION / SUBSTRAND	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 and 3 for specific expectations.)				

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English				
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.				
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards				
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English				
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.				
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.				
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards				
PERFORMANC E ST ANDARD / MODE		Knowledge of Language				
EXPECT ATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.				
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.				
FOUNDATION / PROFICIENCY LEVEL	L.4.3.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).				
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards				
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use				

EXPECTATION / SUBSTRAND	L.4.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52
		California Content Standards
		Language Arts
		Grade 4 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. SUBSTRAND A-Literacy.C

CRA.W.6

CONTENT	CCSS.EL	College and	Career	Readiness	Anchor	Standards	for Writing
STANDARD /	A-						
<b>DOMAIN / PART</b>	Literacy.						
	CCRA.W.						

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.

### CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANC	Presentation of Knowledge and Ideas
E STANDARD /	
MODE	

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.

# CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.4.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .4. DOMAIN / PART

# PERFORMANC, MODE Fluency FXPECT ATION / SUBSTRAND RF.4.4. Read with sufficient accuracy and fluency to support comprehension. FOUNDATION / PROFICIENCY LEVEL RF.4.4.a. Read on-level text with purpose and understanding.

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION /W.4.9.a.Apply grade 4 Reading Standards to literature (e.g., "Describe in depth a character, setting, or event in a story or<br/>drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").LEVEL

CONTENT	CA.CC.W. Writing	Standards
STANDARD /	4.	
<b>DOMAIN / PART</b>		

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.4.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD /	CA.CC.SL .4.	Speaking and Listening Standards

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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 and 3 for specific expectations.)

CONTENT	CA.CC.L.	Language Standards
STANDARD /	4.	
DOMAIN / PART		

 

 PERFORMANC E ST ANDARD / MODE
 Conventions of Standard English

 EXPECT ATION / SUBST RAND
 L.4.1.
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 FOUNDATION / PROFICIENCY LEVEL
 L.4.1.f.
 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.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).

# CONTENT CA.CC.L. Language Standards

CRA.R.2

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards		
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use		
EXPECTATION / SUBSTRAND	L.4.4.	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.		
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards		
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use		
EXPECTATION / SUBSTRAND	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).		
		UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60		
		California Content Standards		
		Language Arts		
		Grade 4 - Adopted: 2013		
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading		
PERFORMANC E STANDARD / MODE		Key Ideas and Details		
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		

EXPECTATION /	CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
SUBSTRAND	A-
	Literacy.C CRA.R.3

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	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.
CONTENT	CCSS.EL	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.

 EXPECTATION /
 CCSS.EL
 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for

 SUBSTRAND
 A reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

 Literacy.C
 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

 CRA.L.6
 CRA.L.6

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
EXPECTATION / SUBSTRAND	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).

# CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.R	Reading	Standards	for Literature
STANDARD /	L.4.			
<b>DOMAIN / PART</b>				

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.RF Reading Standards: Foundational Skills
STANDARD /	.4.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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].").

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.4.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

# CONTENT CA.CC.SL Speaking and Listening Standards ST ANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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 and 3 for specific expectations.)

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION /	L.4.2.a.	Use correct capitalization.

FOUNDATION /	L.4.2.a.	Use correct capitalization.
PROFICIENCY		
LEVEL		

FOUNDATION /	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PROFICIENCY		
LEVEL		

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.

FOUNDATION /	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal
PROFICIENCY		discourse is appropriate (e.g., small-group discussion).
LEVEL		

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	4.		
DOMAIN / PART			

EXPECT ATION / SUBSTRANDL.4.4.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.	PERFORMANC E ST ANDARD / MODE	Vocabulary Acquisition and Use

FOUNDATION / L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. PROFICIENCY LEVEL

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	4.		
<b>DOMAIN / PART</b>			

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

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# California Content Standards Language Arts Grade 4 - Adopted: 2013

## CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	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.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD /	CA.CC.R	Reading Standards for Literature

STANDARD / L.4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
EXPECTATION / SUBSTRAND	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).

# CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.4.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF .4.	Reading Standards: Foundational Skills
PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

FOUNDATION /	RF.4.4.a.	Read on-level text with purpose and understanding.
PROFICIENCY		
LEVEL		

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC **Text Types and Purposes** E STANDARD / MODE **EXPECTATION** W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, / SUBSTRAND descriptive details, and clear event sequences. FOUNDATION / W43a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event PROFICIENCY sequence that unfolds naturally. LEVEL FOUNDATION / W.4.3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. PROFICIENCY LEVEL FOUNDATION / W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. PROFICIENCY LEVEL FOUNDATION / W.4.3.e. Provide a conclusion that follows from the narrated experiences or events. PROFICIENCY LEVEL

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA

CONTENT	CA.CC.W. Writing Standards
STANDARD /	4.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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].").

# CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECT ATION / SUBSTRAND	SL.4.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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 and 3 for specific expectations.)

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

## CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

/ SUBSTRAND

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
		UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90
		California Content Standards Language Arts
		Grade 4 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC		
E STANDARD / MODE		Range of Reading and Level of Text Complexity
E STANDARD /	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
E ST ANDARD / MODE	A- Literacy.C CRA.R.10	
E ST ANDARD / MODE EXPECTATION / SUBSTRAND	A- Literacy.C CRA.R.10 CCSS.EL A- Literacy.	Read and comprehend complex literary and informational texts independently and proficiently.
E ST ANDARD / MODE EXPECTATION / SUBSTRAND CONT ENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	A- Literacy.C CRA.R.10 CCSS.EL A- Literacy. CCRA.W.	Read and comprehend complex literary and informational texts independently and proficiently.

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	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.

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND		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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF .4.	Reading Standards: Foundational Skills
PERFORMANC E STANDARD / MODE		Fluency
EXPECT ATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

FOUNDATION / W.4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. PROFICIENCY LEVEL

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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").
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.

FOUNDATION / L.4.3.b. Choose punctuation for effect. PROFICIENCY LEVEL

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
		UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96
		California Content Standards Language Arts Grade 4 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION /	CCSS.EL	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
SUBSTRAND	A-	
	Literacy.C	

CRA.W.6

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language

EXPECTATION /	CCSS.EL	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
SUBSTRAND	A-	for meaning or style, and to comprehend more fully when reading or listening.
	Literacy.C	
	CRA.L.3	

CONTENT	CCSS.EL	College and	Career	Readiness	Anchor	Standards	for Language
STANDARD /	A-						
<b>DOMAIN / PART</b>	Literacy.						
	CCRA.L.						

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

#### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.RI Reading S	Standards for	Informational Text
STANDARD /	.4.		
DOMAIN / PART			

PERFORMANC	Integration of Knowledge and Ideas
PERFORMANC	Integration of Knowledge and Ideas
E STANDARD /	
MODE	

EXPECTATION /	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines,
SUBSTRAND		animations, or interactive elements on Web pages) and explain how the information contributes to an understanding
		of the text in which it appears.

EXPECTATION / RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. SUBSTRAND

CONTENT	CA.CC.RI Reading Standards for Informational Text
STANDARD /	.4.
DOMAIN / PART	

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.RF Reading Standards: Foundational Skills	
STANDARD /	.4.	
DOMAIN / PART		

PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY	RF.4.4.a.	Read on-level text with purpose and understanding.

LEVEL

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE	Research	to Build and Present Knowledge
EXPECTATION / W. SUBSTRAND		vant information from experiences or gather relevant information from print and digital sources; take notes, e, and categorize information, and provide a list of sources. CA

### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY	W.4.9.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").

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

LEVEL

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / W SUBSTRAND	V.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.

CONTENT STANDARD /	CA.CC.SL Speaking and Listening Standards
DOMAIN / PART	

PERFORMANC	Comprehension and Collaboration
E STANDARD /	
MODE	

EXPECTATION /SL.4.2.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,<br/>quantitatively, and orally.

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE	Conventions of Standard English
EXPECTATION L.4.1. / SUBSTRAND	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. PROFICIENCY LEVEL

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC **Conventions of Standard English** E STANDARD / MODE **EXPECTATION** L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / SUBSTRAND spelling when writing. FOUNDATION / L.4.2.a. Use correct capitalization. PROFICIENCY LEVEL FOUNDATION / L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed.

PROFICIENCY LEVEL

#### CONTENT CA.CC.L. Language Standards STANDARD / 4.

ST ANDARD / DOMAIN / PART	4.	
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECT ATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use

	EXPECT ATION / SUBSTRAND		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.
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FOUNDATION / L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. PROFICIENCY LEVEL

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	4.		
DOMAIN / PART			

CRA.R.5

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

# California Content Standards

		Language Art s Grade 4 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	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.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA

- EXPECTATION / RI.4.5.Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,<br/>concepts, or information in a text or part of a text.
- CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION /	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical

EXPECTATION /RI.4.10.By the end of year, read and comprehend informational texts, including history/social studies, science, and technicalSUBSTRANDtexts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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").
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

LEVEL

#### CONTENT CA.CC.L. Language Standards STANDARD / 4.

#### DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION /	L.4.2.a.	Use correct capitalization.

PROFICIENCY LEVEL

#### FOUNDATION / L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. PROFICIENCY LEVEL

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.

FOUNDATION / L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. PROFICIENCY LEVEL

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

California Content Standards Language Arts Grade 4 - Adopted: 2013

CONTENT	CCSS.EL College and Career Readiness Anchor Standards for Reading
STANDARD /	A-
DOMAIN / PART	Literacy.
	CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD /		Craft and Structure
MODE		
MODE EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
EXPECTATION /	A- Literacy.C CRA.R.4	

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.

#### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.RI Reading Standards for Informational Text
STANDARD /	.4.
<b>DOMAIN / PART</b>	

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
		Evaluin how on suffer upon responsional avidance to summarit particular points in a taut

## EXPECTATION / RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. SUBSTRAND

CONTENT	CA.CC.RI Reading Standards for Informational Text
ST ANDARD /	.4.
DOMAIN / PART	

PERFORMANC	Range of Reading and Level of Text Complexity
E STANDARD /	
MODE	

EXPECTATION /RI.4.10.By the end of year, read and comprehend informational texts, including history/social studies, science, and technicalSUBSTRANDtexts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Fluency
EXPECT ATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)

EXPECTATION /W.4.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as<br/>well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a<br/>minimum of one page in a single sitting.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Research to Build and Present Knowledge
EXPECTATION / W.4.8. SUBSTRAND	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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").

# CONTENT CA.CC.W. Writing Standards STANDARD / 4.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION /	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PROFICIENCY		
LEVEL		

CONTENT	CA.CC.L.	Language Standards
STANDARD /	4.	
DOMAIN / PART		

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use

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).

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#### California Content Standards Language Arts Grade 4 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details

EXPECTATION /	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
SUBSTRAND		from the text.

EXPECTATION / RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. SUBSTRAND

CONTENT	CA.CC.RI Reading	Standards for	Informational Text
STANDARD /	.4.		
<b>DOMAIN / PART</b>			

PERFORMANC E STANDARD / MODE	Crat	it and Structure
EXPECTATION / RI.4 SUBSTRAND		ermine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 or subject area. (See grade 4 Language standards 4-6 for additional expectations.) CA

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CONTENT CA.CC.RI Reading Standards for Informational Text
STANDARD / .4.
DOMAIN / PART
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PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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CONTENT CA.CC.RI Reading Standards for Informational Text
STANDARD / .4.
DOMAIN / PART
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PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

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CONTENT CA.CC.RF Reading Standards: Foundational Skills
STANDARD / .4.
DOMAIN / PART
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PERFORMANC E ST ANDARD / MODE		Fluency
EXPECT ATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LEVEL

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECT ATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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").
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN / PART	4.	Language Standards
DEDEODMANC		Conventions of Standard English

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.

FOUNDATION /	L.4.2.d.	$\label{eq:spell} Spell \ grade-appropriate \ words \ correctly, \ consulting \ references \ as \ needed.$
PROFICIENCY		
LEVEL		

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECT ATION / SUBSTRAND	L.4.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECT ATION / SUBSTRAND	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND		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).

#### California Content Standards

Language Arts

Grade 4 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.

EXPECTATION / RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. SUBSTRAND

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF .4.	Reading Standards: Foundational Skills
PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECT ATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION /	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
PROFICIENCY		support particular points in a text").
LEVEL		

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.4.1.	
/ SUBSTRAND FOUNDATION / PROFICIENCY		Speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
/ SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY	L.4.1.d. L.4.1.f.	Speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
/ SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	L.4.1.d. L.4.1.f. <b>CA.CC.L.</b>	speaking.         Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).         Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
/ SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANC E STANDARD /	L.4.1.d. L.4.1.f. <b>CA.CC.L.</b>	speaking.         Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).         Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.         Language Standards
/ SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANC E STANDARD / MODE EXPECTATION	L.4.1.d. L.4.1.f. CA.CC.L. 4.	speaking.         Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).         Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.         Language Standards         Conventions of Standard English         Demonstrate command of the conventions of standard English capitalization, punctuation, and

### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
CONTENT	CA.CC.L.	Language Standards

STANDARD / 4.

T CA.CC.L. Language RD / 4.

DOMAIN / PART

EXPECTATION / SUBSTRAND       L.4.4.       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.         FOUNDATION / PROFICIENCY LEVEL       L.4.4.a.       Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.         FOUNDATION / LEVEL       L.4.4.a.       Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.         FOUNDATION / LEVEL       L.4.4.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 and to identify alternate word choices in all content areas. CA         CONTENT STANDARD / MODE       CA.CC.L. 4.       Language Standards 4.         EXPECTATION / SUBSTRAND       L.4.6.       Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, 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).	PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
PROFICIENCY       L4.4.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 and to identify alternate word choices in all content areas. CA         CONTENT       CA.CC.L.       Language Standards         STANDARD / DOMAIN / PART       4.         PERFORMANC       Vocabulary Acquisition and Use         EXPECTATION / L4.6.       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		L.4.4.	
PROFICIENCY       pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA         CONTENT       CA.CC.L.       Language Standards         STANDARD /       4.         DOMAIN / PART       Vocabulary Acquisition and Use         EXPECTATION /       L4.6.         SUBSTRAND       L4.6.	PROFICIENCY	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ST ANDARD / DOMAIN / PART       4.         PERFORMANC E ST ANDARD / MODE       Vocabulary Acquisition and Use         EXPECTATION / L4.6.       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	PROFICIENCY	L.4.4.c.	pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word
E ST ANDARD /       MODE         MODE       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	STANDARD /		Language Standards
SUBSTRAND those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic	E STANDARD /		Vocabulary Acquisition and Use
		L.4.6.	those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic

#### UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130

 California Content Standards

 Language Arts

 Grade 4 - Adopted: 2013

 CONTENT
 CCSS.EL

 CONTENT, DOMAIN / PART

 CCSS.EL
 College and Career Readiness Anchor Standards for Reading

 PERFORMANC
 CCRA.R.

 Key Ideas and Details

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION /		
SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
	A- Literacy.C CRA.W.1 0 CCSS.EL A-	
SUBSTRAND CONTENT ST ANDARD /	A- Literacy.C CRA.W.1 0 CCSS.EL A- Literacy.	single sitting or a day or two) for a range of tasks, purposes, and audiences.
SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E STANDARD /	A- Literacy.C CRA.W.1 0 CCSS.EL A- Literacy. CCRA.L.	single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Language

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.4.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
E STANDARD /	RL.4.1.	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.
E ST ANDARD / MODE		Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION /	RL.4.3.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT ST ANDARD /	RL.4.3. CA.CC.R	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 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).
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	RL.4.3. CA.CC.R L.4.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 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). Reading Standards for Literature
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION /	RL.4.3. CA.CC.R L.4. RL.4.10.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.         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).         Reading Standards for Literature         By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND	RL.4.3. CA.CC.R L.4. RL.4.10. CA.CC.RI	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 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). Reading Standards for Literature Range of Reading and Level of Text Complexity 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.

EXPECTATION / RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. SUBSTRAND

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF .4.	Reading Standards: Foundational Skills
PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD /		Text Types and Purposes

MODE	
EXPECTATION / SUBSTRAND	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

FOUNDATION / PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				
FOUNDATION / PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.				
FOUNDATION / PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.				
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards				
PERFORMANC E ST ANDARD /		Production and Distribution of Writing				

MODE		
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

MODE

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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].").
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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").
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD /		Range of Writing

EXPECTATION /W.4.10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a<br/>single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PERFORMANC E STANDARD / MODE		comprehension and Collaboration					
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC **Conventions of Standard English** E STANDARD / MODE **EXPECTATION** L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / SUBSTRAND spelling when writing. FOUNDATION / L.4.2.a. Use correct capitalization. PROFICIENCY LEVEL FOUNDATION / L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. PROFICIENCY LEVEL

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

LEVEL

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY	L.4.3.a.	Choose words and phrases to convey ideas precisely.

FOUNDATION / L.4.3.b. Choose punctuation for effect. PROFICIENCY LEVEL

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.

FOUNDATION / L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. PROFICIENCY LEVEL

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	4.		
<b>DOMAIN / PART</b>			

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

#### UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138

#### California Content Standards Language Arts Grade 4 - Adopted: 2013

#### CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. SUBSTRAND A-Literacy.C

CRA.W.6

CONTENT	CCSS.EL	College and	l Career	Readiness	Anchor	Standard	s for Writing
STANDARD /	A-						
DOMAIN / PART	Literacy.						
	CCRA.W.						

	CCRA.W.	
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.4.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.4.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF .4.	Reading Standards: Foundational Skills
PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION /	RF.4.4.a.	Read on-level text with purpose and understanding.

PROFICIENCY LEVEL

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

## CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD /	Text Types and Purposes
MODE	

EXPECT ATION / SUBSTRAND	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
FOUNDATION / PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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].").
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.

FOUNDATION / L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. PROFICIENCY LEVEL

### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

	PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION       L.4.3.       Use knowledge of language and its conventions when writing, speaking, reading, or listening.         / SUBSTRAND       Vseaking       Vseaking		L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / L.4.3.a. Choose words and phrases to convey ideas precisely. PROFICIENCY LEVEL

FOUNDATION / L.4.3.b. Choose punctuation for effect. PROFICIENCY LEVEL

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.

FOUNDATION / L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. PROFICIENCY LEVEL

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	4.		
<b>DOMAIN / PART</b>			

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / L.4.6. SUBSTRAND	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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

#### California Content Standards Language Arts Grade 4 - Adopted: 2013

#### CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	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.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.

EXPECTATION / RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. SUBSTRAND

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.

#### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
EXPECTATION / SUBSTRAND	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

CONTENT	CA.CC.RI Reading Standards for Informational Text
STANDARD /	.4.
<b>DOMAIN / PART</b>	

PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.RF Reading Standards: Foundational Skills
STANDARD /	.4.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

FOUNDATION /	RF.4.4.a.	Read on-level text with purpose and understanding.
PROFICIENCY		
LEVEL		

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge

EXPECTATION / W.4.8.Recall relevant information from experiences or gather relevant information from print and digital sources; take notes,SUBSTRANDparaphrase, and categorize information, and provide a list of sources. CA

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION /W.4.9.b.Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to<br/>support particular points in a text").LEVEL

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

**DOMAIN / PART** 

PERFORMANC E ST ANDARD / MODE	Range of Writing
EXPECTATION / W SUBSTRAND	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.

### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN / PART

PERFORMANC **Comprehension and Collaboration** E STANDARD / MODE **EXPECTATION** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) SL.4.1. / SUBSTRAND with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. FOUNDATION / SL.4.1.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. PROFICIENCY I FVFI FOUNDATION / SL.4.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. PROFICIENCY LEVEL FOUNDATION / SL.4.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to PROFICIENCY the discussion and link to the remarks of others. LEVEL FOUNDATION / SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. PROFICIENCY LEVEL CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / 4

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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 and 3 for specific expectations.)

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD /	CA.CC.L. 4.	Language Standards

STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE

Knowledge of Language

EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160
		California Content Standards Language Arts Grade 4 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / AND ACT / AND ACT / CRARAD       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         EXPECTATION / COSS.EL Colse and Career Readiness Anchor Standards for Reading       Content / CRARAD         PERFORMANCE / CRARAD       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         DIMONANT FAMILY       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         PERFORMANCE / CRARAD       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         SUBSTINICO       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         SUBSTINICO       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         SUBSTINICO       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         SUBSTINICO       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         SUBSTINICO       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         SUBSTINICO       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         SUBSTINICO       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         SUBSTINICO       CCSS.EL Colse and Career Readiness Anchor Standards for Reading         SUBSTINICO       CCSS.EL COLSE CRARAD       Image for woor on the wist address similar fremes or bpics in order to build incoviledge or to compare the anthres sele.         SUBSTINICO       CCSS.EL CRARAD       Image for woor on the wist address similar fremes or bp			
STADARD / A- DOMAN / FART / Literacy. CCRA R.       Craft and Structure         PERFORMANCE KNDB       Craft and Structure         EXPECTATION / KNDB       CCSSEL A- DENAL2       Interpret words and phrases as fley are used in a text, including determining technical, connolative, and igurative DENAL2         EXPECTATION / CRAR R       CCSSEL A- DENAL2       Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, sene, or starza) reliae to each other and the wole.         EXPECTATION / DENAL2       CCSSEL CONTENT CCRAR R       COSSEL Integration of Knowledge and Greer Readiness Anchor Standards for Reading A- DOMAN / PART / CCRAR R         EXPECTATION / CCRAR R       CCSSEL Integration of Knowledge and Ideas       Integration of Knowledge and Ideas         EXPECTATION / CCRAR R       CCSSEL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well A- a en in words.         EXPECTATION / CCRAR R       CCSSEL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well A- Literacy.         EXPECTATION / CCRAR R       CCSSEL College and Career Readiness Anchor Standards for Reading A- Literacy.         CONTENT / CCRAR R       CCSSEL College and Career Readiness Anchor Standards for Reading A- Literacy.C CCRAR R         CONTENT / CCRAR R       CCSSEL College and Career Readiness Anchor Standards for Writing A- Literacy.C CCRAR R         CCSSEL CONTENT / CCRAR R       Co		A- Literacy.C	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
ENT ADDARD / MODE         Costs L Literacy. CRARA         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.           EXPECTATION / SUBSTRAND         CCSSL A. A. A. SUBSTRAND         CASSL CRARA         Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a sector, chapter, scene, or stanza) relate to each other and the whole.           CONTENT STANDARD / A. SUBSTRAND         CCSSL CORCEX.         College and Career Readiness Anchor Standards for Reading A. DIMINI / PART.           CCSSL SUBSTRAND         CCSSL Literacy. CCRART         Integration of Knowledge and Ideas           EXPECTATION / CCRART         CCSSL Literacy. CCRART         Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.           EXPECTATION / CCRART         CCSSL Literacy. CCRART         Analyze how too or more texts address similar themes or topics in order to build inowledge or to compare the A. DIMIN / PART.           CSNEET STANDARD / NODE         CCSSL CCRART         College and Career Readiness Anchor Standards for Reading Analyze how too or more texts address for Reading Approaches the authors take.           CONTENT STANDARD / CCRART         CCSSL CCRART         Range of Reading and Level of Text Complexity CCRART           EXPECTATION / CCRART         CCSSL COLLE Feating and comprehend complex herary and informational lexts independenty and profecenty. A. DERACTION / CCR	ST ANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Reading
SUBSTRAND       A-       meanings, and analyze how specific word choices shape meaning or bone.         Liveracy,C       CRARA       activation of the text (e.g., and the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., and A-A-A-A-A-A-A-A-A-A-A-A-A-A-A-A-A-A-A-	E STANDARD /		Craft and Structure
SUBSTRAND       A.       section, chapter, scene, or stanza) relate to each other and the whole.         CONTENT DOMAIN / PAR       CCSS.EL CCRAR.B       College and Career Readiness Anchor Standards for Reading CCRAR.D         PERFORMANC ESTANDARD / DOMAIN / PAR       Integration of Knowledge and ideas         EXPECTATION / SUBSTRAND / DOMAIN / PAR       CCSS.EL Literacy.C       Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.         EXPECTATION / CCRAR.P       CCSS.EL Literacy.C       Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         CONTENT SUBSTRAND / CCRAR.P       CCSS.EL Literacy.C       College and Career Readiness Anchor Standards for Reading Approaches the authors take.         PERFORMANC SUBSTRAND / CCRAR.P       CCSS.EL Literacy.C CCRAR.P       Rage of Reading and Level of Text Complexity CCRAR.P         EXPECTATION / CCRAR.P       CCSS.EL Literacy.C CCRAR.P       Read and comprehend complex literary and informational texts independently and proficiently. A. Literacy.C CCRAR.P       Read and comprehend complex literary and informational texts independently and proficiently. A. Literacy.C CCRAR.P         CONTENT SUBSTRAND / CCRAR.P       CCSS.EL CCRAR.P       CCSS.EL COLLEGE AND COMPLEX LITERACY.C CCRAR.P       CCSS.EL COLLEGE AND COMPLEX LITERACY.C CCRAR.P         EXPECTATION / CCRAR.P       CCSS.EL CCRAR.P       CCSS.EL COLLEGE AND COMPLEX LITERACY.C CCRAR.P       CCSSS		A- Literacy.C	
STANDARD /       A- Literacy. CCRA.R.         PPERFORMANC E STANDARD /       Integration of Knowledge and Ideas         EXPECTATION /       CCSS.EL A- Literacy.C CRA.R.7       Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.         EXPECTATION /       CCSS.EL A- Literacy.C CRA.R.7       Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         EXPECTATION / SUBSTRAND A- Literacy.C CRA.R.9       COSS.EL COLL CRA.R.9       Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         PERFORMANC E STANDARD / MODE       CCSS.EL COLL CRA.R.9       College and Career Readiness Anchor Standards for Reading CCRA.R.9         PERFORMANC E STANDARD / DOMAIN / PART Literacy.C CRA.R.10       Read and comprehend complex literary and informational texts independently and proficiently.         SUBSTRAND MODE       CCSS.EL COLL CRA.R.10       College and Career Readiness Anchor Standards for Writing A- Literacy.C CRA.R.10         CONTENT STANDARD / DOMAIN / PART Literacy.C CRA.R.10       College and Career Readiness Anchor Standards for Writing A- Literacy.C CRA.R.10         CONTENT STANDARD / DOMAIN / PART       College and Career Readiness Anchor Standards for Writing A- Literacy.C CRA.R.10		A- Literacy.C	
EXTENDARD / MODE       Image: Content of the second of the s	ST ANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Reading
SUBSTRAND       A-       as in words.         Literacy.C       CRA.R.7         EXPECTATION /       CCSS.EL       Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         SUBSTRAND       A-       A-         A-       A-       approaches the authors take.         Literacy.C       CRA.R.9       CONTENT         STANDARD /       CCSS.EL       College and Career Readiness Anchor Standards for Reading         DOMAIN / PART       A-       A-         Literacy.C       CCRA.R.10       Range of Reading and Level of Text Complexity         PERFORMANC F STANDARD /       A-       Read and comprehend complex literary and informational texts independently and proficiently.         SUBSTRAND /       A-       Literacy.C       CCRA.R.10         CONTENT       CCSS.EL       College and Career Readiness Anchor Standards for Writing         SUBSTRAND /       A-       Literacy.C       CRA.R.10         CONTENT       CCSS.EL       College and Career Readiness Anchor Standards for Writing         STANDARD /       A-       Literacy.C       CRA.R.10         CONTENT       CCSS.EL       College and Career Readiness Anchor Standards for Writing         STANDARD /       A-       Literacy.C       <	E STANDARD /		Integration of Knowledge and Ideas
SUBSTRAND       A-       approaches the authors take.         Liferacy.C       CRA.R.9       cliferacy.C         STANDARD /       A-       cliferacy.C         DOMAIN / PAR       CCSS.EL       college and Career Readiness Anchor Standards for Reading         PERFORMANC       CCRA.R.       cracer         PERFORMANC       Range of Reading and Level of Text Complexity         ESTANDARD /       CCSS.EL       Read and comprehend complex literary and informational texts independently and proficiently.         SUBSTRAND       CCSS.EL       Read and comprehend complex literary and informational texts independently and proficiently.         CONTENT       CCSS.EL       college and Career Readiness Anchor Standards for Writing         SUBSTRAND       CCSS.EL       college and Career Readiness Anchor Standards for Writing         CONTENT (CRA.R.10)       CCSS.EL       college and Career Readiness Anchor Standards for Writing         PERFORMANC (CRA.R.10)       Text Types and Purposes       Text Types and Purposes		A- Literacy.C	
STANDARD / A-         DOMAIN / PART Literacy.         CCRA.R.         PERFORMANC E STANDARD / MODE         EXPECTATION / SUBSTRAND         A-         Literacy.C CRA.R.10         CONTENT STANDARD / DOMAIN / PART         CCSS.EL College and Career Readiness Anchor Standards for Writing         CONTENT CCRA.W.         PERFORMANC E STANDARD / DOMAIN / PART         PERFORMANC E STANDARD / DOMAIN / PART         CCRA.W.         Text Types and Purposes		A- Literacy.C	
E ST ANDARD /       MODE         MODE       CCSS.EL         Read and comprehend complex literary and informational texts independently and proficiently.         SUBSTRAND       A-         Literacy.C       CRA.R.10         CONTENT       CCSS.EL         ST ANDARD /       DOMAIN / PART         DOMAIN / PART       CCRA.W.         PERFORMANC /       Text Types and Purposes	ST ANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Reading
SUBSTRAND       A-         Literacy.C       CRA.R.10         CONTENT       CCSS.EL       College and Career Readiness Anchor Standards for Writing         ST ANDARD /       A-         DOMAIN / PART       CCSS.EL         PERFORMANC E ST ANDARD /       Text Types and Purposes	E STANDARD /		Range of Reading and Level of Text Complexity
ST ANDARD /       A-         DOMAIN / PART       Literacy.         CCRA.W.       CCRA.W.         PERFORMANC       Text Types and Purposes         E ST ANDARD /       Text Types and Purposes		A- Literacy.C	Read and comprehend complex literary and informational texts independently and proficiently.
E ST ANDARD /	STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Writing
	E STANDARD /		Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.

EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND A- reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT	CA.CC.RI Reading Standards for Informational Text
STANDARD /	.4.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.RI Reading Standards for Informational Text
STANDARD /	.4.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
EXPECTATION / SUBSTRAND	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
CONTENT	CA.CC.RI	Reading Standards for Informational Text

STANDARD / .4. DOMAIN / PART

PERFORMANC	Range of Reading and Level of Text Complexity
E STANDARD /	
MODE	

EXPECTATION /RI.4.10.By the end of year, read and comprehend informational texts, including history/social studies, science, and technicalSUBSTRANDtexts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Fluency
EXPECT ATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)

EXPECTATION /W.4.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as<br/>well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a<br/>minimum of one page in a single sitting.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Research to Build and Present Knowledge
EXPECTATION / W.4.8. SUBSTRAND	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA

#### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.4.9.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").

## CONTENT CA.CC.W. Writing Standards STANDARD / 4.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening	Standards
STANDARD /	.4.	
DOMAIN / PART		

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.

FOUNDATION /	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PROFICIENCY		
LEVEL		

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY	L.4.2.a.	Use correct capitalization.

LEVEL

FOUNDATION /	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PROFICIENCY		
LEVEL		

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECT ATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECT ATION / SUBSTRAND	L.4.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170
		California Content Standards Language Arts

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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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.
EXPECTATION / SUBSTRAND	A-	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.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 4 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
EXPECTATION / SUBSTRAND	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION /	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical

EXPECTATION /RI.4.10.By the end of year, read and comprehend informational texts, including history/social studies, science, and technicalSUBSTRANDtexts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

## CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing

EXPECTATION /         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 revising, and editing. ((Editing for conventions should demonstrate command of Language standards 1-3 up to and including as writing standards are up to any or a	EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
SUBSTRAND       well as to interact and collaborate with offers; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single siting.         CONTENT JOANNI / PART       CACCW Vitting Standards         EXPECTATION / MODE       Research to Build and Present Knowledge         EXPECTATION / MODE       Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA         CONTENT JOANNI / PART       CACCW. Vitting Standards         EXPECTATION / MARS       Research to Build and Present Knowledge         EXPECTATION / PART       CACCW. Vitting Standards         FOUNDATION / PART       VA.9.         PERFORMANC       Research to Build and Present Knowledge         EXPECTATION / PART       VA.9.         FOUNDATION / PART       VA.9.         FOUNDATION / PART       VA.9.         FOUNDATION / PART       VA.9.         FOUNDATION / PART       CACCW. Vitting Standards to informational texts (e.g., "Explain how an audhor uses reasons and evidence to support particular points in a text").         EXPECTATION / PART       CACCW. Vitting Standards		W.4.5.	and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including
STANDARD / DOMAIN / PART       Research to Build and Present Knowledge         PERFORMANC ESTADDARD / MODE       W4.8.       Recall relevant information from expenences or gather relevant information from print and digital sources; take notes. paraphrase, and categorize information, and provide a list of sources. CA         CONTENT STANDARD / DOMAIN / PART       CA.CC.W. Writing Standards         EXPECTATION MODE       Research to Build and Present Knowledge         FOUNDARD / MODE       Praw evidence from literary or informational texts to support analysis, reflection, and research.         FOUNDATION / PROFICIENCY LEVEL       W4.9.       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).         EXPECTATION / PROFICIENCY LEVEL       CA.CC.W.Writing Standards         CONTENT STANDARD / DOMAIN / PART       Range of Writing         EXPECTATION / MODE       W4.10.       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.         CONTENT STANDARD / DOMAIN / PART       Comprehension and Collaboration         EXPECTATION / NODE       SL-		W.4.6.	well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
E STANDARD /       W4.9.       Recall relevant information from experiences or gafter relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA         CONTENT       CA.CC.W. Writing Standards       4.         PERFORMANC       Research to Build and Present Knowledge         EXTADARD /       Research to Build and Present Knowledge         EXPECTATION       W4.9.       Draw evidence from literary or informational texts to support analysis, reflection, and research.         FUNDATION /       W4.9.       Draw evidence from literary or informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").         FUNDATION /       W4.9.       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").         EVEL       CONTENT       CA.CC.W. Writing Standards         STANDARD /       Range of Writing         EXPECTATION /       W4.10.         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.         CONTENT / SCACCS.L       Speaking and Listening Standards         STANDARD /       Comprehension and Collaboration         EXPECTATION // NORE       Comprehension and Collaboration         <	STANDARD /		Writing Standards
SUBSTRAND       paraphrase, and categorize information, and provide a list of sources. CA         CONTENT STANDARD / DOMAIN / PART       CA.C.W. Writing Standards         PERFORMANC / SUBSTRAND       Research to Build and Present Knowledge         EXPECTATION / W4.9.       Draw evidence from literary or informational texts to support analysis, reflection, and research.         FOUNDATION / SUBSTRAND       W4.9.       Draw evidence from literary or informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").         FOUNDATION / PRAT       CA.C.W. Writing Standards       support particular points in a text").         EXPECTATION / RAT       CA.C.W. Writing Standards       support particular points in a text").         EXPECTATION / RAT       CA.C.S.S. Speaking and Listening Standards       support particular points in a range of discipline-specific tasks, purposes, and audiences.         CONTENT STANDARD / MODE       CA.C.S.S. Speaking and Listening Standards       support a range of discipline-specific tasks, purposes, and audiences.         CONTENT STANDARD / MODE       CA.C.S.S. Speaking and Listening Standards       support particular points in a range of collaboration         EXPECTATION / SUBSTRAND       SL-4.       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' lideas and expressing theri own	E STANDARD /		Research to Build and Present Knowledge
STANDARD / DOMAIN / PART       4.         PERFORMANC ESTANDARD / MODE       Research to Build and Present Knowledge         EXPECTATION / SUBSTRAND       W4.9.       Draw evidence from literary or informational texts to support analysis, reflection, and research.         FOUNDATION / PROFICIENCY LEVEL       W4.9.       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").         CONTENT STANDARD / MODE       CA.CC.W. Writing Standards         PERFORMANC ESTANDARD / MODE       Range of Writing         EXPECTATION / VA1.0.       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.         CONTENT STANDARD / MODE       CA.CC.SL Speaking and Listening Standards         EXPECTATION / MODE       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.         CONTENT STANDARD / DOMAIN / PART       Comprehension and Collaboration         EXPECTATION MODE       SL.4.1.       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		W.4.8.	
E ST ANDARD / MODE       W4.9.       Draw evidence from literary or informational texts to support analysis, reflection, and research.         FOUNDATION / PROFICIENCY       W4.9.       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").         EVEL       CONTENT STANDARD / MODE       CA.CC.W. Writing Standards         PERFORMANC ESTANDARD / MODE       Range of Writing         EXPECTATION / VA.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.         CONTENT STANDARD / MODE       CA.CC.SL       Speaking and Listening Standards         PERFORMANC ESTANDARD / MODE       CA.CC.SL       Speaking and Listening Standards         CONTENT STANDARD / MODE       CA.CC.SL       Speaking and Listening Standards         FERFORMANC STANDARD / MODE       Comprehension and Collaboration       Comprehension and Collaboration         EXPECTATION MODE       SL4.1.       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	STANDARD /		Writing Standards
I SUBSTRAND       W4.9.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").         EVEL       CONTENT       CA.CC.W. Writing Standards         STANDARD /       CA.CC.W. Writing Standards         PERFORMANC       Range of Writing         EXPECTATION /       W4.10.         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.         CONTENT       CA.CC.SL Speaking and Listening Standards         CONTENT       CA.CC.SL Speaking and Collaboration         EXPECTATION /       M4.10.         ESTANDARD /       A.         PERFORMANC       Comprehension and Collaboration         EXPECTATION /       SL.4.1.         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	E STANDARD /		Research to Build and Present Knowledge
PROFICIENCY       support particular points in a text").         LEVEL       CONTENT STANDARD / LEVEL         CONTENT STANDARD / DOMAIN / PART       CA.CC.W. Writing Standards         PERFORMANC E STANDARD / MODE       Range of Writing         EXPECTATION / 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.         CONTENT STANDARD / DOMAIN / PART       CA.CC.SL Speaking and Listening Standards         PERFORMANC E STANDARD / MODE       Comprehension and Collaboration         FEXPECTATION / SL.4.1.       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		W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / 1       4.         PERFORMANC ESTANDARD / MODE       Range of Writing         EXPECTATION / SUBSTRAND       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.         CONTENT STANDARD / DOMAIN / PART       CA.CC.SL Speaking and Listening Standards         PERFORMANC E ST ANDARD / DOMAIN / PART       Comprehension and Collaboration         EXPECTATION MODE       SL.4.1.       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	PROFICIENCY	W.4.9.b.	
E ST ANDARD / MODE       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.         CONTENT SUBSTRAND       CA.CC.SL Speaking and Listening Standards         A.	STANDARD /		Writing Standards
SUBSTRAND       single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.         CONTENT       CA.CC.SL Speaking and Listening Standards         STANDARD /       .4.         PERFORMANC       ESTANDARD /         MODE       Comprehension and Collaboration         EXPECT ATION       SL.4.1.         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	E STANDARD /		Range of Writing
STANDARD / OMAIN / PART       .4.         DOMAIN / PART       PERFORMANC         E STANDARD / MODE       Comprehension and Collaboration         EXPECTATION / SUBSTRAND       SL.4.1.         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		W.4.10.	
E ST ANDARD /         MODE         EXPECT ATION         SL.4.1.         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	STANDARD /		. Speaking and Listening Standards
/ SUBSTRAND with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own	E STANDARD /		Comprehension and Collaboration
cicuity.		SL.4.1.	

FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT	CA.CC.L.	Language Standards

CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECT ATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards

PERFORMANC	Vocabulary Acquisition and Use
E STANDARD /	
MODE	

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).

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#### California Content Standards Language Arts Grade 4 - Adopted: 2013 CONTENT **CCSS.EL** College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. PERFORMANC **Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. A-Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. PERFORMANC **Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, SUBSTRAND Apurpose, and audience. Literacy.C CRAW4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SUBSTRAND A-Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. SUBSTRAND A-Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-**DOMAIN / PART Literacy.** CCRA.W. PERFORMANC Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a SUBSTRAND single sitting or a day or two) for a range of tasks, purposes, and audiences. A-Literacy.C CRA.W.1 0

CONTENT	CCSS.EL	College and	Career	Readiness	Anchor	Standards	for Language
STANDARD /	A-						
<b>DOMAIN / PART</b>	Literacy.						
	CCRA.L.						

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### CONTENT CA.CC.W. Writing Standards

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
FOUNDATION / PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
	CA.CC.L.	Language Standards

CONTENT CA.CC.L. Language Standa STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
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		California Content Standards Language Arts Grade 4 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD /	CA.CC.W. 4.	. Writing Standards

STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes				
EXPECT ATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
FOUNDATION / PROFICIENCY LEVEL	W.4.2.a.	ntroduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., neadings), illustrations, and multimedia when useful to aiding comprehension.				
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.				
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards				
PERFORMANC E STANDARD / MODE		Text Types and Purposes				
EXPECT ATION / SUBSTRAND	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
FOUNDATION / PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				
FOUNDATION / PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.				
FOUNDATION / PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.				
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards				
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing				
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA				
EXPECTATION / SUBSTRAND	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.)				
EXPECTATION / SUBSTRAND	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.				

### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION /	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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .4.

DOMAIN / PART

SUBSTRAND

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC **Conventions of Standard English** E STANDARD / MODE **EXPECTATION** L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or / SUBSTRAND speaking. FOUNDATION / L.4.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small PROFICIENCY bag). LEVEL FOUNDATION / L.4.1.e. Form and use prepositional phrases. PROFICIENCY LEVEL FOUNDATION / L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. PROFICIENCY LEVEL CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART PERFORMANC **Conventions of Standard English** E ST ANDARD / MODE **EXPECTATION** L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / SUBSTRAND spelling when writing. FOUNDATION / L.4.2.a. Use correct capitalization. PROFICIENCY LEVEL

FOUNDATION / L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. PROFICIENCY LEVEL

## CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

DOWARTTART							
PERFORMANC E ST ANDARD / MODE		Knowledge of Language					
EXPECTATION / SUBSTRAND	L.4.3.	Jse knowledge of language and its conventions when writing, speaking, reading, or listening.					
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	choose words and phrases to convey ideas precisely.					
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.					
CONTENT STANDARD / DOMAIN / PART	ANDARD / 4.						
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use					
EXPECTATION / SUBSTRAND	EXPECTATION / 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).						
		UNIT 7: INVENTIVE WRITING Week 22 Page 181-188					
		California Content Standards					
		Language Art s Grade 4 - Adopted: 2013					
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing					
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes					
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing					
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing					
EXPECTATION / SUBSTRAND	CCSS.EL A-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing					
PERFORMANC E ST ANDARD / MODE		Range of Writing					
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.					
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language					
PERFORMANC E STANDARD / MODE		Conventions of Standard English					
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards					
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes					
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.					
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.					
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.					

# CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

## CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.4.
DOMAIN / PART	

PERFORMANC Comprehension and Collaboration E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	4.		

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

FOUNDATION / L.4.1.e. Form and use prepositional phrases. PROFICIENCY LEVEL

FOUNDATION /	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PROFICIENCY		
LEVEL		

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	4.		
DOMAIN / PART			

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
		UNIT 7: INVENTIVE WRITING Week 23 Page 189-198
		California Content Standards
		Language Arts Grade 4 - Adopted: 2013
CONTENT STANDARD /	A-	College and Career Readiness Anchor Standards for Writing
DOMAIN / PART	Literacy. CCRA.W.	

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CONTENT CA.CC.W. Writing Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.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.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

EXPECTATION / SL4.2.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,<br/>quantitatively, and orally.

#### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
FOUNDATION / PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

### CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

DOMAIN / PAR I

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY	L.4.3.a.	Choose words and phrases to convey ideas precisely.

FOUNDATION / L.4.3.b. Choose punctuation for effect. PROFICIENCY LEVEL

# CONTENT CA.CC.L. Language Standards STANDARD / 4. DOMAIN / PART

CONTENT

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

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California Content Standards Language Arts Grade 4 - Adopted: 2013

CCSS.EL College and Career Readiness Anchor Standards for Writing

ST ANDARD / DOMAIN / PART	A-	Conege and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
E STANDARD /	W.4.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
E STANDARD / MODE	<b>W.4.2.</b> W.4.2.a.	
E ST ANDARD / MODE EXPECT AT ION / SUBST RAND FOUNDATION / PROFICIENCY		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
E ST ANDARD / MODE EXPECT AT ION / SUBST RAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY	W.4.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.         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.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
E ST ANDARD / MODE EXPECT AT ION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL	W.4.2.a. W.4.2.b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.         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.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
E ST ANDARD / MODE EXPECT AT ION / SUBST RAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY	W.4.2.a. W.4.2.b. W.4.2.d. W.4.2.e.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.         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.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.         Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 4.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .4.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
FOUNDATION / PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
FOUNDATION / PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION /L.4.6.Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including<br/>those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic<br/>to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).