

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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

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

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.
A-
Literacy.C
CRA.R.10

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

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A-
Literacy.C
CRA.W.5

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

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
A-
Literacy.C
CRA.W.8

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

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND CCSS.EL 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.
A-
Literacy.C
CRA.SL.1

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

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Knowledge of Language
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Craft and Structure
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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
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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.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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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 STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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 STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills .4.

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
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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. Writing Standards 4.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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. Writing Standards 4.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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. Writing Standards 4.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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 Speaking and Listening Standards 4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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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.
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FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards**
.4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards**
.4.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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.)
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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).

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

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Craft and Structure
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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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE 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.
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	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE 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	CCSS.EL A-Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND CCSS.EL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A-
Literacy.C
CRA.L.1

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

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND CCSS.EL 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.
A-
Literacy.C
CRA.L.3

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

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND CCSS.EL 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.
A-
Literacy.C
CRA.L.4

EXPECTATION / SUBSTRAND CCSS.EL 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.
A-
Literacy.C
CRA.L.6

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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 Reading Standards for Informational Text**
.4.

PERFORMANCE STANDARD / MODE		Craft and Structure
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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
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text**
4.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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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 STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text**
4.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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 STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills**
4.

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards**
4.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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”).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards**
4.

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards**
.4.

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

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards**
.4.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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.)
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

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

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

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy. CCRA.SL.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy. CCRA.SL.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy. CCRA.L.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy. CCRA.L.

PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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.R L.4.	Reading Standards for Literature
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills**
4.

PERFORMANCE 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.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards**
4.

PERFORMANCE 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.
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FOUNDATION / PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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FOUNDATION / PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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FOUNDATION / PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards**
4.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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
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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.)
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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].”).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards 4.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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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.
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FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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 Speaking and Listening Standards .4.	
PERFORMANCE 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.SL Speaking and Listening Standards .4.	
PERFORMANCE 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 STANDARD / DOMAIN / PART	CA.CC.L. Language Standards 4.	
PERFORMANCE 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. Language Standards 4.	
PERFORMANCE 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. Language Standards 4.

PERFORMANCE 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. Language Standards 4.

PERFORMANCE 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. Language Standards 4.

PERFORMANCE 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).

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

PERFORMANCE STANDARD / MODE	Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

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

PERFORMANCE STANDARD / MODE	Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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 CCSS.EL A- Literacy. CCRA.W. **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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 CCSS.EL A- Literacy. CCRA.W. **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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 CCSS.EL A- Literacy. CCRA.W. **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Range of Writing
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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 **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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 **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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 **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		Knowledge of Language
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R L.4.** **Reading Standards for Literature**

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

PERFORMANCE STANDARD / MODE		Craft and Structure
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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 Reading Standards for Literature L.4.

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

PERFORMANCE 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. Writing Standards 4.

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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 Speaking and Listening Standards 4.**

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

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .4.**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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.)
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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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UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

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

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.
A-
Literacy.C
CRA.R.10

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

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
A-
Literacy.C
CRA.W.2

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

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A-
Literacy.C
CRA.W.4

EXPECTATION / SUBSTRAND CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A-
Literacy.C
CRA.W.5

EXPECTATION / SUBSTRAND CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
A-
Literacy.C
CRA.W.6

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

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Knowledge of Language
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE 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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI Reading Standards for Informational Text .4.	
PERFORMANCE 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 Reading Standards for Informational Text .4.	
PERFORMANCE 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 Reading Standards: Foundational Skills .4.	
PERFORMANCE 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. Writing Standards 4.	
PERFORMANCE 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.
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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.
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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.
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FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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
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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.)
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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”).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards**
4.

PERFORMANCE 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 Speaking and Listening Standards**
.4.

PERFORMANCE 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 Speaking and Listening Standards**
.4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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 Speaking and Listening Standards**
.4.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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. Language Standards 4.**

PERFORMANCE 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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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. Language Standards 4.

PERFORMANCE 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 CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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 CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.

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

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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EXPECTATION / SUBSTRAND CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
A-
Literacy.C
CRA.W.6

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

PERFORMANCE STANDARD / MODE Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research.
A-
Literacy.C
CRA.W.9

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

PERFORMANCE STANDARD / MODE Range of Writing

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

PERFORMANCE STANDARD / MODE Comprehension and Collaboration

EXPECTATION / SUBSTRAND CCSS.EL 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.
A-
Literacy.C
CRA.SL.1

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

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

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A- Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A- Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R Reading Standards for Literature L.4.**

PERFORMANCE 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 Reading Standards for Literature L.4.**

PERFORMANCE 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 Reading Standards for Literature L.4.**

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

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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 .4.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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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 Speaking and Listening Standards .4.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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 Speaking and Listening Standards .4.**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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. Language Standards 4.

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

PERFORMANCE 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. Language Standards 4.

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Conventions of Standard English
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Knowledge of Language
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R Reading Standards for Literature L.4.**

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

PERFORMANCE STANDARD / MODE		Craft and Structure
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R Reading Standards for Literature L.4.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .4.**

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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 4.**

PERFORMANCE 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 Speaking and Listening Standards 4.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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 Speaking and Listening Standards**
4.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

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

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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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UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

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

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A- Literacy. CCRA.R.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature L.4.

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

PERFORMANCE STANDARD / MODE		Craft and Structure
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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.
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CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature L.4.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills .4.

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE 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.
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FOUNDATION / PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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FOUNDATION / PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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FOUNDATION / PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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
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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.)
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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 4.**

PERFORMANCE 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 Speaking and Listening Standards 4.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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 Speaking and Listening Standards .4.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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. Language Standards 4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards 4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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. Language Standards 4.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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. Language Standards 4.**

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

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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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UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

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

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Craft and Structure
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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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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 **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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 **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE	Knowledge of Language
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE	Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE	Key Ideas and Details
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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.
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EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE	Craft and Structure
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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
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE 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 Reading Standards for Informational Text .4.**

PERFORMANCE 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 Reading Standards: Foundational Skills .4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.

PERFORMANCE 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. Writing Standards 4.

PERFORMANCE 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. Writing Standards 4.

PERFORMANCE 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. Writing Standards 4.

PERFORMANCE 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 Speaking and Listening Standards**
4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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. Language Standards**
4.

PERFORMANCE 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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Craft and Structure
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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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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 CCSS.EL College and Career Readiness Anchor Standards for Writing A- Literacy. CCRA.W.

PERFORMANCE 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 CCSS.EL College and Career Readiness Anchor Standards for Writing A- Literacy. CCRA.W.

PERFORMANCE STANDARD / MODE Range of Writing

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.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 tasks, purposes, and audiences.

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

PERFORMANCE 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 CCSS.EL College and Career Readiness Anchor Standards for Language A- Literacy. CCRA.L.

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

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Craft and Structure
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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
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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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 STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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 STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .4.**

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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.
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FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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 Speaking and Listening Standards 4.**

PERFORMANCE STANDARD / MODE	Comprehension and Collaboration	
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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. Language Standards 4.

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

PERFORMANCE 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. Language Standards 4.

PERFORMANCE 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. Language Standards 4.

PERFORMANCE 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.
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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. Language Standards 4.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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 Arts
Grade 4 - Adopted: 2013

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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 CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.

PERFORMANCE STANDARD / MODE		Craft and Structure
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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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
A-Literacy.C
CRA.R.7

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

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.
A-Literacy.C
CRA.R.10

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

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
A-Literacy.C
CRA.W.2

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

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A-Literacy.C
CRA.W.4

EXPECTATION / SUBSTRAND CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A-Literacy.C
CRA.W.5

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	CCSS.EL A-Literacy.C CRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE 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 Reading Standards for Informational Text .4.**

PERFORMANCE 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 / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE 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.

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

PERFORMANCE 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 Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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 Reading Standards: Foundational Skills .4.**

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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. Writing Standards 4.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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
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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 4.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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”).
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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 4.

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

PERFORMANCE 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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

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

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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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UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

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

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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 CCSS.EL A-Literacy.CCRA.W. College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.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 tasks, purposes, and audiences.

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

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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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 CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Knowledge of Language
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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 CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Craft and Structure
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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
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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.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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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 STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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 Reading Standards: Foundational Skills
4.

PERFORMANCE 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. Writing Standards
4.

PERFORMANCE 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. Writing Standards
4.

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

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards**
4.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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”).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards**
4.

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards**
4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards 4.

PERFORMANCE 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. Language Standards 4.

PERFORMANCE 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. Language Standards 4.

PERFORMANCE 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. Language Standards 4.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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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UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112

California Content Standards

Language Arts

Grade 4 - Adopted: 2013

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

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

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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
PERFORMANCE 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.
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EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Craft and Structure
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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
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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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 STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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 STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills .4.

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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.
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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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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 4.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

PERFORMANCE 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.
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FOUNDATION / PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

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

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / 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).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

PERFORMANCE 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).

California Content Standards

Language Arts

Grade 4 - Adopted: 2013

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

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

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
A-
Literacy.C
CRA.W.2

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

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A-
Literacy.C
CRA.W.4

EXPECTATION / SUBSTRAND CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A-
Literacy.C
CRA.W.5

EXPECTATION / SUBSTRAND CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
A-
Literacy.C
CRA.W.6

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

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
A-
Literacy.C
CRA.W.8

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

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Knowledge of Language
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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 Reading Standards for Informational Text .4.

PERFORMANCE 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 Reading Standards for Informational Text .4.

PERFORMANCE 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 Reading Standards for Informational Text .4.

PERFORMANCE 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 Reading Standards: Foundational Skills .4.

PERFORMANCE 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. Writing Standards 4.

PERFORMANCE 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.
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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.
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FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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
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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.)
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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”).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards**
4.

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards**
4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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).
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FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards**
4.

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

PERFORMANCE 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. Language Standards 4.

PERFORMANCE 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.

FOUNDATION / PROFICIENCY 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 / DOMAIN / PART CA.CC.L. Language Standards 4.

PERFORMANCE 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).

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND CCSS.EL.A-Literacy.CCRA.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 **CCSS.EL.A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND CCSS.EL.A-Literacy.CCRA.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.CCRA.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**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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.RI.L.4. Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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 Reading Standards for Informational Text .4.	
PERFORMANCE 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 Reading Standards for Informational Text .4.	
PERFORMANCE 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 Reading Standards for Informational Text .4.	
PERFORMANCE 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 Reading Standards: Foundational Skills .4.	
PERFORMANCE 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. Writing Standards 4.	
PERFORMANCE 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.

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

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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].”).
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. Writing Standards 4.**

PERFORMANCE 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 Speaking and Listening Standards**
4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

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

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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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UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138

California Content Standards

Language Arts

Grade 4 - Adopted: 2013

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Craft and Structure
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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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
A-
Literacy.C
CRA.W.6

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

PERFORMANCE STANDARD / MODE

Range of Writing

EXPECTATION / SUBSTRAND CCSS.EL 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

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

PERFORMANCE STANDARD / MODE

Conventions of Standard English

EXPECTATION / SUBSTRAND CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A-
Literacy.C
CRA.L.2

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

PERFORMANCE STANDARD / MODE

Knowledge of Language

EXPECTATION / SUBSTRAND CCSS.EL 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.
A-
Literacy.C
CRA.L.3

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

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R Reading Standards for Literature L.4.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .4.**

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.

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

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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 Speaking and Listening Standards**
4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards**
4.

PERFORMANCE 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.
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

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

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

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

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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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	CCSS.EL A-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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
PERFORMANCE 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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Craft and Structure
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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
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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EXPECTATION / SUBSTRAND	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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 STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .4.**

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE 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.
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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.
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FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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
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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.)
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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 4.**

PERFORMANCE 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 Speaking and Listening Standards 4.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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 Speaking and Listening Standards**
4.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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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. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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).

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

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-
Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Craft and Structure
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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
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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EXPECTATION / SUBSTRAND	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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 Reading Standards: Foundational Skills
4.

PERFORMANCE 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. Writing Standards
4.

PERFORMANCE 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. Writing Standards
4.

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

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards**
4.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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”).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards**
4.

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards**
.4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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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.
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FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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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 Speaking and Listening Standards .4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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 Speaking and Listening Standards .4.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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. Language Standards 4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards 4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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. Language Standards 4.

PERFORMANCE 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. Language Standards 4.

PERFORMANCE 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. Language Standards 4.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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).

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

PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

PERFORMANCE 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	CCSS.EL A-Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE 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	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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.
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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.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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EXPECTATION / SUBSTRAND	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Craft and Structure
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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
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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EXPECTATION / SUBSTRAND	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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 Reading Standards: Foundational Skills .4.**

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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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
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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”).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .4.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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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 Speaking and Listening Standards**
4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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 Speaking and Listening Standards**
4.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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. Language Standards**
4.

PERFORMANCE 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. Language Standards**
4.

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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**
4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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. Language Standards**
4.

PERFORMANCE 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. Language Standards 4.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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).

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

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

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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 STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
**A-
Literacy.
CCRA.L.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
**A-
Literacy.
CCRA.L.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
------------------------------------	--	---------------------------------------

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

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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.

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

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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. Writing Standards**
4.

PERFORMANCE 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 Speaking and Listening Standards**
.4.

PERFORMANCE 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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards**
4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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).

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

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

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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 **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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.
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FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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 Speaking and Listening Standards 4.**

PERFORMANCE 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. Language Standards 4.**

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

PERFORMANCE 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. Language Standards 4.

PERFORMANCE 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. Language Standards 4.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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).

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

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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. Writing Standards 4.**

PERFORMANCE 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 Speaking and Listening Standards .4.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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 **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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.
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FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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FOUNDATION / PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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. Writing Standards 4.**

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

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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).
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FOUNDATION / PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
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FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE 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. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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).