

## Analysis of *California ELA standards to Common Core standards-4<sup>th</sup> grade*

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Word Analysis and Fluency	1.1 Read narrative and expository text aloud with grade-appropriate fluency, and accuracy and with appropriate pacing, intonation, and expression.	Reading: Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. <b>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</b> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Yes	4b Extends to reading for purpose and understanding and using context to self-correct.
Vocabulary	1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of unknown words and phrases.	Language	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. <b>5b. Recognize and explain the meaning of common idioms, adages, and proverbs.</b> <b>c. Demonstrate understanding of words by relating them to their opposites (antonyms and to words with similar but not identical meanings (synonyms)).</b>	Yes	5b and 5c Extends to adages and proverbs. Does not include word origins.
	1.3 Use knowledge of root words to determine the meaning of unknown words and phrases.	Language	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. a. Use context (definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. <b>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph, autograph)</b> c. Consult references materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Yes	4b

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	1.4 Know common roots and affixes derived from Greek/Latin and use this knowledge to analyze the meaning of complex words (international)	Language	<p>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.</p> <ul style="list-style-type: none"> <li>a. Use context (definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li><b>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph, autograph)</b></li> <li>c. Consult references materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	Yes	4b Emphasizes usage of Greek/Latin roots and affixes.
	1.5 Use a thesaurus to determine related words and concepts.	Language	<p>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.</p> <ul style="list-style-type: none"> <li>a. Use context (definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph, autograph)</li> <li><b>c. Consult references materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</b></li> </ul>	Yes	4c Includes other reference materials- dictionaries, glossaries. Also extends to digital.
	1.6 Distinguish and interpret words with multiple meaning	Language	<p>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.</p> <ul style="list-style-type: none"> <li>a. Use context (definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> </ul>	Yes	Includes specific strategies.

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			<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph, autograph)</p> <p>c. Consult references materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		
Comprehension	2.1 Identify structural patterns found in informational text (compare/contrast, cause/effect, sequential/chronological, proposition/support) to strengthen comprehension.	Reading: Informational Text	5. Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Yes	
	2.2 Use appropriate strategies when reading for different purposes (full comprehension, location of information, personal enjoyment).			No	Reading strategies i.e., predict, confirm, visualize, use prior knowledge are not delineated in CCS.
	2.3 Make and confirm predictions about text by using prior knowledge, ideas presented in text itself, including illustrations, titles, topic sentences, important words, and foreshadow clues			No	Reading strategies i.e., predict, confirm, visualize, use prior knowledge are not delineated in CCS.
	2.4 Evaluate new information and hypotheses by testing them against known information and ideas.			No	Reading strategies i.e., predict, confirm, visualize, use prior knowledge are not delineated in CCS.

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	2.5 Compare/contrast information on the same topic after reading several passages or articles.	Reading: Informational Text	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Yes	Extends to firsthand and secondhand accounts of the same event or topic.
	2.6 Distinguish between cause/effect and between fact/opinion in expository text.			No	
	2.7 Follow multiple-step instruction in a basic technical manual (how to use computer commands or video games)			No	
Literary Response	3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	Reading: Literature	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about text.	Yes	Emphasis on poems, drama, and prose. Does not specify imaginative forms of literature.
	3.2 Identify main events of the plots, their causes, and the influence of each event on future actions.			No	
	3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine causes for that character's actions.	Reading: Literature	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (character's thoughts, words, or actions).	Partial	Does not address determining causes for character's actions.
	3.4 Compare/contrast tales from other cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (trickster tales).	Reading: Literature	9. Compare/contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures.	Yes	

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	3.5 Define figurative language (simile, metaphor, hyperbole, personification) and identify its use in literary works.	Language	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple simile and metaphors (as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Yes	5a Does not include hyperbole and personification.

<b>Domain Writing</b>	<b>CA ELA Standard</b>	<b>Core Strand</b>	<b>Common Core Standard (CCS)</b>	<b>Alignment?</b>	<b>Comments in reference to CCS</b>
Organization Focus	1.1 Select focus, an organizational structure, a point of view based upon purpose, audience, length, and format requirements.	Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).	Yes	
	1.2 Multiple –paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea w/topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations d. Conclude with a paragraph that summarizes the points. e-Use correct indentation.	Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).	Implied	Does not specifically highlight multiple paragraphs.
	1.3 Use traditional structures for conveying information (chronological order, cause and effect, similarity and difference, posing and answering a question).	Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).	Partial	CCS describes text structures in general terms. Cause/effect, chronological order are not mentioned specifically.
Penmanship	1.4 Write fluidly and legibly in cursive or joined italics.			No	Does not emphasize penmanship.

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Research	1.5 Quote or paraphrase information sources, citing them appropriately.			No	
	1.6 Locate information in reference text by using organizational features (prefaces, appendixes).			No	
	1.7 Use various reference materials (dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	Writing	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	Yes	Not specific with sources. Extends to digital sources and note taking and categorizing information.
	1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.			No	
	1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (cursor, software, memory, disk drive, hard drive).	Writing	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.	Yes	Extends to producing and publishing writing.
Revision	1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	Writing	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28-29).	Yes	Includes peer editing
Application	2.1 Write narratives: <ul style="list-style-type: none"> <li>a. Relate ideas, observations, or recollections of an event or experience.</li> <li>b. Provide a context to enable the reader to imagine the world</li> </ul>	Writing	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> </ul>	Yes	Extends to dialogue and transitional words.

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	<ul style="list-style-type: none"> <li>of the event or experience.</li> <li>c. Use concrete sensory details.</li> <li>d. Provide insight into why the selected even or experience is memorable.</li> </ul>		<ul style="list-style-type: none"> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>		
	<p>2.2 Write response to literature:</p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of the literary work.</li> <li>b. Support judgments through references to both the text and prior knowledge.</li> </ul>	Writing	<p>2. Write informational/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (another, for example, also, because).</li> <li>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	Yes	Does not highlight specific genre of expository composition.
	<p>2.3 Write informational reports:</p> <ul style="list-style-type: none"> <li>a. Frame a central question about an issue or situation.</li> <li>b. Include facts and details for focus.</li> <li>c. Draw from more than one source of information</li> </ul>	Writing	<p>2. Write informational/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> </ul>	Yes	<p>Extends to linking ideas, using precise language and domain specific vocabulary, and a concluding statement.</p> <p>Does not emphasize using more than one</p>

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	(speakers, books, newspapers, and other media sources).		<ul style="list-style-type: none"> <li>c. Link ideas within categories of information using words and phrases (another, for example, also, because).</li> <li>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>		source.
	2.4 Write summaries that contain the main ideas of the reading selection and the most significant details		<ul style="list-style-type: none"> <li>2. Write informational/ explanatory texts to examine a topic and convey ideas and information clearly.               <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (another, for example, also, because).</li> <li>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul> </li> </ul>	Yes	Does not highlight specific genre of expository composition.

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Sentence	1.1 Use simple and compound sentences in writing and speaking.	Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>e. Form and use prepositional phrases.</li> <li><b>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</b></li> <li>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</li> </ul>	Yes	1f  2 <sup>nd</sup> grade Language standard 1f and / 3 <sup>rd</sup> grade Language standard 1i.
	1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li><b>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</b></li> <li>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li><b>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</b></li> <li>e. Form and use prepositional phrases.</li> <li><b>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</b></li> </ul>	Yes	1a, 1d, 1e, and 1f  Does not address appositives, participial phrases. 3 <sup>rd</sup> grade Language standard 1a highlights general functions of adjectives and adverbs.

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			g. Correctly use frequently confused words (e.g., to, too, two; there, their).*		
Grammar	1.3 Identify and use regular/irregular verbs, adverbs, prepositions, coordinating conjunctions in writing and speaking.		<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</b></p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p><b>e. Form and use prepositional phrases.</b></p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	Yes	1a and 1e Does not emphasize regular/irregular verbs and coordinating conjunctions. 3 <sup>rd</sup> grade Language standard 1a, 1d, 1h.
Punctuation	1.4 Use parentheses, commas in direct quotations, and apostrophes, in possessive case of nouns and in contractions.	Language	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p><b>b. Use commas and quotation marks to mark direct speech and quotations from a text.</b></p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	Yes	2b Apostrophes for contractions and possessives- 2 <sup>nd</sup> grade Language standards- Conventions.
	1.5 Use underlining, quotations marks, or italics to identify titles of documents.	Language		Yes	Emphasized in 5 <sup>th</sup> grade Language standard- Conventions 2d.

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Capitalization	1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, and the first word in quotations when appropriate.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>a. Use correct capitalization.</b> b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	Partial	2a Less specificity. Does not delineate capitalization skills mentioned in Ca 1.6.
Spelling	1.7 Spell correctly roots, inflections, suffixes and prefixes, syllable constructions.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. <b>d. Spell grade-appropriate words correctly, consulting references as needed.</b>	Yes	2d Not specific to spelling patterns and generalizations.

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Comprehension	1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li><b>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.</b></li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	Yes	1c  Also found in K-3 Speaking and Listening standards-Comprehension and Collaboration -3.
	1.2 Summarize major ideas and support evidence in spoken messages and formal presentations.	Speaking and Listening	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Yes	Extends to graphic or visual presentations.
	1.3 Identify how language usages (sayings, expressions) reflect regions and cultures.			No	
	1.4 Give precise directions and instructions.			No	
Oral Communication	1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and events.	Speaking and Listening	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Yes	Does not specifically highlight introductions and conclusions.

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	1.6 Use traditional structures for conveying information (chronological order, cause and effect, similarity and different, posing and answering a question).			No	
	1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	Speaking and Listening	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Yes	Highlights the different ways to emphasize ideas and concepts.
	1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.	Speaking and Listening	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Yes	
	1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.			No	
Evaluate	1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.			No	
Application	2.1 Narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine	Speaking and Listening	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Implied	

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	<p>the circumstances of the event or experience.</p> <p>c. Provide insight into why the selected event or experience is memorable.</p>				
	<p>2.2 Informational presentations</p> <p>a. Frame a key question.</p> <p>b. Include facts and details that help listeners to focus.</p> <p>c. Incorporate more than one source of information (speakers, books, newspapers, television or radio reports).</p>	Speaking and Listening	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Partial	Does not include incorporating different sources.
	2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	Speaking and Listening	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Implied	
	2.4 Recite brief poems (two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.			No	

## ***Common Core Standards not found 4<sup>th</sup> Grade in CA ELA Standards***

Core Strand	Common Core Standard	Comments in reference to CA ELA Standards
Reading: Literature and Informational Text	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3 <sup>rd</sup> grade Reading 2.2
Reading: Literature	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	3 <sup>rd</sup> grade and 5 <sup>th</sup> grade Reading 3.4. Does not include drama and poems.
Reading: Literature	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6 <sup>th</sup> grade Reading 3.5
Reading: Literature	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
Reading: Informational Text	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	3 <sup>rd</sup> grade Reading 2.5
Reading: Informational Text	3. Explain events, procedures, ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.	
Reading: Informational Text	4. Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
Reading: Informational Text	7. Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
Reading: Informational Text	8. Explain how an author uses reasons and evidence to support particular points in a text.	5 <sup>th</sup> grade Reading 2.5
Reading: Informational Text	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
Reading: Foundational Skills	3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	3 <sup>rd</sup> grade Reading 1.2
Writing	1. Write opinions pieces on topics or texts, supporting a point of view with reasons and information: <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> </ul>	5 <sup>th</sup> grade Writing 2.2 and 2.4

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	<ul style="list-style-type: none"> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (consequently, specifically)</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>	
Writing	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	
Writing	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>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].”).</li> <li>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”).</li> </ul>	
Writing	10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	
Speaking and Listening	3. Identify the reasons and evidence a speaker provides to support particular points.	5 <sup>th</sup> grade Listening and Speaking 1.3
Speaking and Listening	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
Speaking and Listening	6. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.	Addressed in paragraph preceding the 4 <sup>th</sup> grade CA Listening and Speaking standards.
Language	<ul style="list-style-type: none"> <li>1b. Form and use the progressive verb tenses.</li> <li>1c. Use modal auxiliaries to convey various conditions.</li> <li>g. Correctly use frequently confused words (to, too, two; there, their)</li> </ul>	3 <sup>rd</sup> grade Reading 1.4
Language	<ul style="list-style-type: none"> <li>3a. Choose words and phrases to convey ideas precisely.</li> <li>b. Choose punctuation for effect.</li> <li>c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.</li> </ul>	
Language	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 and that are basic to a particular topic.	

## ***CA Standards not found in 4<sup>th</sup> grade Common Core Standards***

<b>Domain</b>	<b>CA Standard</b>	<b>Comments in reference to CCS</b>
Reading	2.2 Use appropriate strategies when reading for different purposes (full comprehension, location of information, personal enjoyment).	
Reading	2.3 Make and confirm predictions about text by using prior knowledge, ideas presented in text itself, including illustrations, titles, topic sentences, important words, and foreshadow clues	
Reading	2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	
Reading	2.6 Distinguish between cause/effect and between fact/opinion in expository text.	
Reading	2.7 Follow multiple-step instruction in a basic technical manual (how to use computer commands or video games)	
Reading	3.2 Identify main events of the plots, their causes, and the influence of each event on future actions.	
Writing	1.3 Use traditional structures for conveying information (chronological order, cause and effect, similarity and different, posing and answering a question).	
Writing	1.4 Write fluidly and legibly in cursive or joined italics.	
Writing	1.5 Quote or paraphrase information sources, citing them appropriately.	
Writing	1.6 Locate information in reference text by using organizational features (prefaces, appendixes).	
Writing	1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	
Listening and Speaking	1.3 Identify how language usages (sayings, expressions) reflect regions and cultures.	
Listening and Speaking	1.4 Give precise directions and instructions.	
Listening and Speaking	1.6 Use traditional structures for conveying information (chronological order, cause and effect, similarity and different, posing and answering a question).	
Listening and Speaking	1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	
Listening and Speaking	1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	
Listening and Speaking	2.4 Recite brief poems (two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	