



CA State Standards → Common Core "Springboard" Document
4th Grade ELA

Purpose: The next couple of years will pose a difficult challenge to California educators, in that we are accountable to teach the CA state standards, while at the same time initiate the transition into the newly adopted Common Core standards. CA students are still taking the California Standards Test (CST), and won't be assessed on the Common Core standards until 2014. But we must begin the transition NOW so that our students will be ready for the new standards and assessments when they do arrive. The following document was created to assist classroom teachers and administrators as they endeavor to transition from teaching the CA state standards into teaching the Common Core standards. This document will allow you to easily identify which Common Core standard(s) correlate with the CA State Standard(s) that you are already teaching. Be sure to notice that some correlations are direct, while others are not quite so. In some cases, the CA State Standard will need to be modified to a certain extent in order to fully teach the Common Core correlating standard. Educators will notice that California's rigorous state standards transition well into the Common Core Standards. Most of the skills in the Common Core are already being addressed to a great extent by the California state standards. The caveat, however, is that Common Core standards require students to have a greater depth of knowledge than the CA standards. In many cases, CA educators will benefit from utilizing standards from various grade levels in order to fully teach the Common Core standards.

How to read the standards:

CA State Standards	Common Core Standards
RW = Word Analysis RC = Reading Comprehension RL = Literary Response and Analysis WC = Written Conventions WS = Writing Strategies WA = Writing Applications * A number in front of the standard indicates the grade level (i.e., 5RW = 5 th grade Word Analysis & 3RC = 3 rd Grade Reading Comprehension)	CCR = College & Career Readiness Anchor Standard RL = Reading Literature RI = Reading Informational Materials RF = Reading Foundational Skills W = Writing SL = Speaking and Listening L = Language



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Word Analysis		
1	4RW1.2: apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean) 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)
2	4RW1.3 use knowledge of root words to determine the meaning of unknown words within a passage	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . 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.
2	4RW1.4: know common roots and affixes derived from Greek and Latin and use the knowledge to analyze the meaning of complex words (e.g., international)	L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).
14	4RW1.5 use a thesaurus to determine related words and concepts	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.
3	4RW1.6 distinguish and interpret multiple meaning words	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.
Reading Comprehension		
	4RC2.1 identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension	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.
	4RC2.2 use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment)	



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	4RC2.3 make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues	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.
4	4RC2.4 evaluate new information and hypotheses by testing them against known information and ideas	
4	4RC2.5 compare and contrast information on the same topic after reading several passages and articles	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. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
5	4RC2.6 distinguish between cause and effect and between fact and opinion in expository text	
5	4RC2.7 follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games	RI.4.3 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.
Literary Response and Analysis		
6	4RL3.1 describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6	4RL3.2 identify the main events of the plot, their causes, and the influence of each event on future actions	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.
	4RL3.3 use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions	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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	4RL3.4 compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales)	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
7	4RL3.5 define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
Written and Oral English Language Conventions		
8	4WC1.1 use simple and compound sentences in writing and speaking	L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.
8	4WC1.2 combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases	L.4.1 a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
9	4WC1.3 identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	L.4.1.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. L.4.1.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
10	4WC1.4 use parentheses, commas in direct quotations, apostrophes in the possessive case of nouns and in contractions	L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.



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10	4WC1.5 use underlining, quotation marks, or italics to identify titles of documents	
11	4WC1.6 capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate	L.4.2.a Use correct capitalization
12	4WC1.7 spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.
Writing Strategies		
	4WS1.1 select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements	W.4.4 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 above.)
13	4WS1.2 create multiple-paragraph compositions that <ol style="list-style-type: none"> 1) provide an introductory paragraph 2) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph 3) include supporting paragraphs with simple facts, details, and explanations 4) conclude with a paragraph that summarizes the points 5) use correct indentation 	
	4WS1.3 use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a questions)	
	4WS1.4 write fluidly and legibly in cursive or joined italic	
	4WS1.5 quote or paraphrase information sources, citing them accordingly	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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14	4WS1.6 locate information in reference texts by using organizational features (e.g., prefaces, appendices)	
14	4WS1.7 use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, on-line information) as an aid to writing	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.
14	4WS1.8 understand the organization of almanacs, newspapers, and periodicals and how to use those print materials	
	4WS1.9 demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive)	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.
15	4WS1.10 edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text	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 on pages 28 and 29.)



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Writing Applications		
	<p>2.1 Write narratives:</p> <ul style="list-style-type: none"> a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable. 	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
	<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge. 	



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	<p>2.3 Write information reports:</p> <ul style="list-style-type: none"> a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). 	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 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.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").



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	2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	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. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.