

# Measuring Up® to the California Content Standards Correlation to the Common Core State Standards (CCSS)

## English Language Arts, Grade 4

*The Common Core State Standards (CCSS) are a clear set of K-12 grade-specific expectations that define what it means for students to be college and career-ready in the 21<sup>st</sup> century. The following alignment shows where you can find lessons in the Measuring Up worktexts for the CCSS, where applicable. CCSS that partially match your state standards are noted with an asterisk.*

*Disclaimer: This correlation is subject to change based on any pending state curriculum decisions.*

California Content Standards	Common Core State Standards (CCSS)	Measuring Up® Lessons
<b>California Content Standard 1.0—Word Analysis, Fluency, and Systematic Vocabulary Development:</b> Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.		
4.1.1 Word Recognition: Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	RF.4.4.b Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	1
4.1.2 Vocabulary and Concept Development: Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	*L.4.5.c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	2, 3, 4, B
4.1.3 Vocabulary and Concept Development: Use knowledge of root words to determine the meaning of unknown words within a passage.	*L.4.4.b 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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	5, 6

California Content Standards	Common Core State Standards (CCSS)	Measuring Up® Lessons
4.1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i> ).	L.4.4.b 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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	5, 6, B
4.1.5 Vocabulary and Concept Development: Use a thesaurus to determine related words and concepts.	L.4.4.c 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. 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, B
4.1.6 Vocabulary and Concept Development: Distinguish and interpret words with multiple meanings.	*L.CCR.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.	7, B
<b>California Content Standard 2.0—Reading Comprehension (Focus on Informational Materials):</b> Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).		
4.2.1 Structural Features of Informational Materials: 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.	8, B
4.2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	*R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	9

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4.2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: 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.	N/A	10, B
4.2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Evaluate new information and hypotheses by testing them against known information and ideas.	N/A	11, B
4.2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Compare and contrast information on the same topic after reading several passages or 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.	12, B
4.2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish between cause and effect and between fact and opinion in expository text.	*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.	13, 14, B
4.2.7 Comprehension and Analysis of Grade-Level-Appropriate Text: 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.	15
California Content Standard 3.0—Literary Response and Analysis: Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.		
4.3.1 Structural Features of Literature: Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	16, B
4.3.2 Narrative Analysis of Grade-Level-Appropriate Text: Identify the main events of the plot, their causes, and the influence of each event on future 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).	17, B
4.3.3 Narrative Analysis of Grade-Level-Appropriate Text: 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).	18, B
4.3.4 Narrative Analysis of Grade-Level-Appropriate Text: 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.	19, B

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4.3.5 Narrative Analysis of Grade-Level-Appropriate Text: Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	L.4.5.a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	20, B
<b>California Content Standard 1.0—Written and Oral English Language Conventions:</b> Students write and speak with a command of standard English conventions appropriate to this grade level.		
WC4.1.1 Sentence Structure: Use simple and compound sentences in writing and speaking.	L.4.1.f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	21
WC4.1.2 Sentence Structure: Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	*L.4.1.f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	21
WC4.1.3 Grammar: Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	22
WC4.1.4 Punctuation: Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	*L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	23
WC4.1.5 Punctuation: Use underlining, quotation marks, or italics to identify titles of documents.	N/A	23
WC4.1.6 Capitalization: Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	L.4.2.a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.	23
WC4.1.7 Spelling: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	L.4.2.d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade-appropriate words correctly, consulting references as needed.	24

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<p><b>California Content Standard 1.0—Writing Strategies:</b> Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p>		
<p>WS4.1.1 Organization and Focus: Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.</p>	<p>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.)</p>	<p>25, 26, 27, 28, Research Handbook</p>
<p>WS4.1.2 Organization and Focus: Create multiple-paragraph compositions:</p> <ul style="list-style-type: none"> <li>a. Provide an introductory paragraph.</li> <li>b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</li> <li>c. Include supporting paragraphs with simple facts, details, and explanations.</li> <li>d. Conclude with a paragraph that summarizes the points.</li> <li>e. Use correct indentation.</li> </ul>	<p>W.CCR.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.</p>	<p>25, 26, 28, Research Handbook</p>
<p>WS4.1.3 Organization and Focus: Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	<p>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.)</p>	<p>26, 27, Research Handbook</p>
<p>WS4.1.4 Penmanship: Write fluidly and legibly in cursive or joined italic.</p>	<p>N/A</p>	<p>25</p>
<p>WS4.1.5 Research and Technology: Quote or paraphrase information sources, citing them appropriately.</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>28, Research Handbook</p>
<p>WS4.1.6 Research and Technology: Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).</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>28, Research Handbook</p>
<p>WS4.1.7 Research and Technology: Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.</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>26, 28, Research Handbook</p>

California Content Standards	Common Core State Standards (CCSS)	Measuring Up® Lessons
WS4.1.8 Research and Technology: Use details, examples, anecdotes, or experiences to explain or clarify information.	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.	Research Handbook
WS4.1.9 Research and Technology: Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	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.	Research Handbook
WS4.1.10 Evaluation and Revision: 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.)	25, 26, 27, Research Handbook
<p><b>California Content Standard 2.0—Writing Applications (Genres and Their Characteristics):</b> Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade four outlined in Writing Standard 1.0, students:</p>		
<p>WA4.2.1 Write narratives:</p> <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 of the event or experience.</li> <li>c. Use concrete sensory details.</li> <li>d. Provide insight into why the selected event or experience is memorable.</li> </ul>	<p>W.4.3.a 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"> <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>	25
<p>WA4.2.2 Write responses 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>	<p>W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <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> </ul>	26
<p>WA4.2.3 Write information 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 (e.g., speakers, books, newspapers, other media sources).</li> </ul>	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	28, Research Handbook

WA4.2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	N/A	27
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**Common Core State Standards (CCSS) Not Addressed**

The purpose of this Measuring Up® worktext is to provide instruction customized to your state content standards. As such, the following Common Core State Standards do not correlate to this worktext:

- R.CCR.2
- R.CCR.3
- R.CCR.4
- R.CCR.5
- R.CCR.6
- R.CCR.7
- R.CCR.8
- R.CCR.9
- R.CCR.10
- RL.4.1
- RL.4.2
- RL.4.4
- RL.4.5
- RL.4.6
- RL.4.7
- RL.4.10
- RI.4.1
- RI.4.2
- RI.4.4
- RI.4.7
- RI.4.8
- RI.4.10
- RF.4.3.a
- RF.4.4.a
- RF.4.4.c
- L.CCR.3
- L.CCR.5
- L.CCR.6
- L.4.1.a
- L.4.1.b
- L.4.1.c
- L.4.1.d
- L.4.1.e
- L.4.1.g
- L.4.2.b
- L.4.2.c
- L.4.3.a
- L.4.3.b
- L.4.3.c
- L.4.4.a
- L.4.5.b
- L.4.6
- W.CCR.1
- W.CCR.3
- W.CCR.4
- W.CCR.5
- W.CCR.6
- W.CCR.7
- W.CCR.8
- W.CCR.9
- W.CCR.10
- W.4.1.a
- W.4.1.b
- W.4.1.c
- W.4.1.d
- W.4.2.a
- W.4.2.b
- W.4.2.c
- W.4.2.d
- W.4.2.e
- W.4.3.b
- W.4.3.c
- W.4.3.d
- W.4.3.e
- W.4.9.b
- W.4.10
- LS.CCR.1
- LS.CCR.2
- LS.CCR.3
- LS.CCR.4
- LS.CCR.5
- LS.CCR.6
- LS.4.1.a
- LS.4.1.b
- LS.4.1.c
- LS.4.1.d
- LS.4.2
- LS.4.3
- LS.4.4
- LS.4.5
- LS.4.6