

California Common Core Standard Correlation

**Mission Labor 4<sup>th</sup>/5<sup>th</sup> grade**

Reading Standards For Literature	
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	
Reading Standards For Informational Text	
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
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.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Reading Standards Foundational Skills	
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Writing Standards	
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters;	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters;

<p>organize an event sequence that unfolds naturally.</p> <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>organize an event sequence that unfolds naturally.</p> <ul style="list-style-type: none"> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <ul style="list-style-type: none"> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> </ul> </li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p>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.</p>	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Speaking and Listening Standards</p>	
<p>4<sup>th</sup> Grade</p>	<p>5<sup>th</sup> Grade</p>
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>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.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>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.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>