

## Fourth Grade Alignment of USOE English Language Arts Core to Common Core

There are two comparisons in this document. One compares the Common Core to the Utah Core, and the other compares the Utah Core to the Common Core. This provides a search function for each way of comparing.

### Abbreviations Used

#### UC Utah Core

Std Standard  
Obj Objective  
Ind Indicator

#### Example

562a = 5<sup>th</sup> Grade, Standard 6, Objective 2, Indicator a = Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).

#### CC Common Core

RL Reading Standards for Literature  
RI Reading Standards for Informational Text  
RF Reading Standards: Foundational Skills  
W Writing Standards  
SL Speaking and Listening  
L Language Standards

RH Reading Standards for Literacy in History/Social Studies 6-12

RST Reading Standards for Literacy in Science and Technical Subjects 6-12

WHST Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

#### Example

3W3c = Third Grade, Writing Strand, Standard 3, c = Use temporal words and phrases to signal event order.

Utah Core to Common Core English Language Arts Alignment							FOURTH GRADE
Utah Core		Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
<b>Std 1</b>	<b>Oral Language</b>						
<b>Obj 1</b>	Develop Language through listening and speaking.						
	a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	4 L 3 L 6			x		Using knowledge of language to know what you are listening for. UC weakly matched with CC.
	b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate, formulate an opinion with supporting evidence).	4 SL 1c 4 SL 2 4 SL 3 4 SL 1d					
	c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).	4 SL 1 4 SL 4 4 L 3					
	d. Speak using simple and compound sentences with appropriate subject-verb agreement and verb tense.	4 L 3					
<b>Obj 2</b>	Develop language through viewing media and presenting.						
	a. Identify specific purpose(s) for viewing media (i.e., identify main idea and details, gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy).	4 RI 7					
	b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).	4 RI 9 4 SL 2					
<b>Std 2</b>	<b>Concepts of Print</b>						
<b>Obj 1</b>	Demonstrate an understanding that print carries "the" message.						
<b>Obj 2</b>	Demonstrate knowledge of elements of print within a text.						
<b>Std 3</b>	<b>Standard 3 Phonological and Phonemic Awareness</b>						
<b>Obj 1</b>	Demonstrate phonological awareness.						
<b>Obj 2</b>	Recognize like and unlike word parts (oddity tasks).						
<b>Obj 3</b>	Orally blend word parts (blending).						
<b>Obj 4</b>	Orally segment words into word parts (segmenting).						

<b>Obj 5</b>	Orally manipulate phonemes in words and syllables (manipulation)	<b>4 RF 3a</b>			<b>x</b>		
<b>Std 4</b>	<b>Standard 4 Phonics and Spelling</b>						
<b>Obj 1</b>	Demonstrate an understanding of the relationship between letters and sounds.						
<b>Obj 2</b>	Use knowledge of structural analysis to decode words.	4 RF 3a			<b>x</b>		
<b>Obj 3</b>	Spell words correctly.						
	a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.						
	b. Spell words with roots, inflectional endings, prefixes, and suffixes (e.g., faster, disapprove celebration).						
	c. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., explain, course, several).						
	d. Learn the spellings of irregular and difficult words (e.g., triangle, volcanoes, minerals, county).						
<b>Obj 4</b>	Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).						
	a. Use knowledge about spelling to predict the spelling of new words.						
	b. Visualize words while writing.						
	c. Associate spelling of new words with that of known words and word patterns.						
	d. Use spelling generalities to assist spelling of new words.						
<b>Std 5</b>	<b>Standard 5 Fluency</b>						
<b>Obj 1</b>	Read aloud grade level text with appropriate speed and accuracy.	4 RF 3a			<b>x</b>		
	a. Read aloud grade level text at a rate of approximately 120-150 wpm.	4 RL 10			<b>x</b>		
	b. Read aloud grade level text with an accuracy rate of 95-100%.	4 RF 4b 4 RL 10 4 RF 3a			<b>x</b>		
<b>Obj 2</b>	Read aloud grade level text effortlessly with clarity.	4 RF 4a			<b>x</b>		
	a. Read aloud grade level text in meaningful phrases using intonation, expression, and punctuation cues.	4 RF 4a 4 RF 4b			<b>x</b>		
	b. Read aloud with automaticity an increasing number of grade level high-frequency/sight words.						

Std 6 Standard 6 Vocabulary							
<b>Obj 1</b>	Learn new words through listening and reading widely.						
	a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.	4 RL 4 4 SL 1 4 L 3					
	b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).	4 RL 4 4 SL 1 4 RI 4 4 L 3 4 L 3a					
<b>Obj 2</b>	Use multiple resources to learn new words by relating them to known words and/or concepts.						
	a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).	4L 4c					
	b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., settlers: Indians, pioneers, farmers).	4 RI 4					
<b>Obj 3</b>	Use structural analysis and context clues to determine meanings of words.						
	a. Identify meanings of words using roots and affixes (e.g., disrespectfully).	4 L 5b 4 RF 3a 4 RF 4c 4 L 4c		x			
	b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, and idioms.	4 L 5b 4 RL 4 4 RF 4c 4 L 4a 4 L 5			x		
	c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., there, their, they're), and multiple-meaning words (e.g., rock).	4 L 4 4L 5c		x			
Std 7 Standard 7 Comprehension							
<b>Obj 1</b>	Identify purposes of text.						
	a. Identify purpose for reading.	4 RL 10					
	b. Identify author's purpose.	4 RL 10 4 RI 8					
<b>Obj 2</b>	Apply strategies to comprehend text.						
	a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	4 RL 7					

	b. Generate questions about text (e.g., factual, inferential, evaluative).	4 RI 1					
	c. Form mental pictures to aid understanding of text.	4 RL 7					
	d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.						
	e. Make inferences and draw conclusions from text.	4 RL 1 4 RI 1					
	f. Identify theme/topic/ main idea from text; note details.	4 RL 2 4 RI 2 4 RL 9 4 RI 1					
	g. Summarize important ideas/events; summarize supporting details in sequence.	4 RL 2 4 SL 4 4 RI 2					
	h. Monitor and clarify understanding, applying fix-up strategies while interacting with text.	4 RF 4c 4 RL 10					
	i. Compile, organize, and interpret information from text.	4 RL 1 4 SL 2 4 RI 10					
<b>Obj 3</b>	Recognize and use features of narrative and informational text.						
	a. Identify characters, setting, sequence of events, problem/ resolution.	4 RL 3					
	b. Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.	4 RI 6					
	c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, tables of contents, indexes, and glossaries.	4 SL 2 4 RI 3 4 RI 4 4 RI 7 4 RI 10					
	d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect).	4 RL 9 4 RI 3 4 RI 5					
	e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, other resources).\	4 RI 6 4 RI 3 4 RI 10					
<b>Std 8</b>	<b>Standard 8 Writing</b>						
<b>Obj 1</b>	Prepare to write by gathering and organizing information and ideas (pre-writing).	4 W 7					
	a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.	4 W 2b		x			
	b. Select and narrow a topic from generated ideas.	4 W 1a		xx			

	c. Identify audience, purpose, and form for writing.	4 W 1a		x			
	d. Use a variety of graphic organizers to organize information.	4 W 1a		x			
<b>Obj 2</b>	Compose a written draft.						
	a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea, details; characterization; setting; plot).	4 W 1c 4 W 9a		X 4 W 1c	X 4 W 9a		
	b. Use voice to fit the purpose and audience.	4 W 4 4 L 3		x			
	c. Use strong verbs and precise and vivid language to convey meaning.	4 W 2d 4 W 3d 4 L 3 4 L 3a		x			
	d. Identify and use effective leads and strong endings.	4 W 2e 4 W 3e		x			
<b>Obj 3</b>	Revise by elaborating and clarifying a written draft.						
	a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.						
	b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences (i.e., sentence length, simple and complex sentences).	4 W 2c 4 W 3c		x			
	c. Revise writing, considering the suggestions of others.	4 W 5		x			
<b>Obj 4</b>	Edit written draft for conventions.						
	a. Edit writing for correct capitalization and punctuation (i.e., words in a series, dialogue, complex sentences, singular possessives, abbreviations).	4 L 3b					
	b. Edit for spelling of grade level-appropriate words.						
	c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).						
	d. Edit for appropriate formatting features (e.g., margins, indentations, titles).	4 W 2a		x			
<b>Obj 5</b>	Use fluent and legible handwriting to communicate.						
	a. Write using upper- and lower-case cursive letters with proper form, proportions, and spacing.						
	b. Increase fluency with cursive handwriting.						
	c. Produce legible documents with cursive handwriting.						

<b>Obj 6</b>	Write in different forms and genres.						
	a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).	4 W 3	x				
	b. Produce traditional and imaginative stories, narrative and formula poetry.	4 RL 5					
	c. Produce informational text (e.g., book reports, compare/contrast essays, observational reports, research reports, content area reports, biographies, summaries).	4 W 2 4 W 9b		x			
	d. Produce writing to persuade (e.g., response to newspaper and magazine articles).	4 W 1		x			
	e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations).	4 W 6		x			
	f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.	4 W 8 4 SL 2			x		
	g. Publish 6-8 individual products.						

Common Core to Utah English Language Arts Core Alignment							FOURTH GRADE
Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
<b>Reading Standards: Literature K-5</b>							
<b>Key Ideas and Details</b>							
<b>RL1</b>	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 text.						
4RL1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	472e, i			x		UC doesn't state "explicitly" and "refer to details". Verbiage is slightly different. MATERIALS: good samples of text, outlines of example questions from the example texts.
<b>RL2</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
4RL2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	472f, g		x			This standard specifies drama and poem, compared to just text. MATERIALS: samples of texts we can use, samples of HOW to summarize.
<b>RL3</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
4RL3	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).	473a 472f		x			4, 7, 2, f is a weak match, we put it in because of the details in Obj. f MATERIALS: examples of how to analyze this in depth for the students to refer to. Step by step process of how to do this (checklist or rubric) for students.
<b>Craft and Structure</b>							
<b>RL4</b>	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.						
4RL4	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).	461a, b 463b			x		MATERIALS: Mythology references, dictionaries, thesaurus, reference materials, laptops (mobile labs).
<b>RL5</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions or the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.						
4RL5	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., casts of characters, settings, descriptions, dialogue, stage directions) when	486b			x		The writing component is related to the UC. MATERIALS: different types of examples to use to teach verse, rhythm, and meter. Examples for differences in [poems, drama,



	writing or speaking about a text.							and prose.
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<b>RL6</b>	Assess how point of view or purpose shapes the content and style of text.							
4RL6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.						x	There is no point of view listed in the UC. MATERIALS: everything needed to teach this standard since it is not in our current UC (we have no materials for this).

<b>Integration of Knowledge and Ideas</b>								
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<b>RL7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.							
4RL7	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.	472a, c					x	MATERIALS: we need a really good sample lesson for this strand.
<b>RL8</b>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.							
4RL8	(Not applicable to literature)							

<b>RL9</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.							
4RL9	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.	473d 472f					x	MATERIALS: myths and traditional literature from different cultures, and a list of approved website referrals on where to go to supplement materials.

<b>Range of Reading and Level of Text Complexity</b>								
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<b>RL10</b>	Read and comprehend complex literary and informational texts independently and proficiently.							
4RL10	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.	451a, b 472b					x	

Common Core to Utah English Language Arts Core Alignment							FOURTH GRADE
Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
<b>Reading Standards: Informational Text K-5</b>							
<b>Key Ideas and Details</b>							
<b>RI1</b>	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 text.						
4RI1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	472b, e, f		x			UC does not use the term “explicit”. We need to start using that vocabulary so kids know what that means. MATERIALS: good informational text tied to 4 <sup>th</sup> grade science, social studies, math CC. We need to integrate our instruction. We need the new Utah History book (Gibbs-Smith is the publisher).
<b>RI2</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
4RI2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	472f, g	x				MATERIALS: good informational text tied to 4 <sup>th</sup> grade science, social studies, math CC. We need to integrate our instruction. We need the new Utah History book (Gibbs-Smith is the publisher).
<b>RI3</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
4RI3	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.	473c, d, e			x		Type of text and what to do with those texts are not correlated between UC and CCSS. Slight match in descriptions. MATERIALS: good informational text tied to 4 <sup>th</sup> grade science, social studies, math CC. We need to integrate our instruction. We need the new Utah History book (Gibbs-Smith is the publisher).

Craft and Structure							
<b>RI4</b>	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.						
4RI4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	473c 461b 462b			x		CCSS just has bits and pieces of the UC – not specific. MATERIALS: good informational text tied to 4 <sup>th</sup> grade science, social studies, math CC. We need to integrate our instruction. We need the new Utah History book (Gibbs-Smith is the publisher). NEED: List of general academic and domain-specific words and phrases.
<b>RI5</b>	x						
4RI5	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.	473d	x				Complete match but the Common Core takes it further (identify AND describe). MATERIALS: good informational text tied to 4 <sup>th</sup> grade science, social studies, math CC. We need to integrate our instruction. We need the new Utah History book (Gibbs-Smith is the publisher).
<b>RI6</b>	Assess how point of view or purpose shapes the content and style of text.						
4RI6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	473b, d, e		x			Common Core specifically compares and contrasts firsthand and secondhand accounts of the same events / topics. MATERIALS: good informational text tied to 4 <sup>th</sup> grade science, social studies, math CC. We need to integrate our instruction. We need the new Utah History book (Gibbs-Smith is the publisher). NEED: examples of firsthand and secondhand accounts of the same event / topics (either hard copies or web references).

Integration of Knowledge and Ideas							
<b>RI7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.						
4RI7	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.	473c 412a			x		“Explain” versus “identify” is a higher order of thinking / learning. MATERIALS: good informational text tied to 4 <sup>th</sup> grade science, social studies, math CC. We need to integrate our instruction. We need the new Utah History book (Gibbs-Smith is the publisher).
<b>RI8</b>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
4RI8	Explain how an author uses reasons and evidence to support particular points in a text.	471b			x		How do they “explain”? Through writing or verbal? Or both? Vague wording. MATERIALS: sample assessments needed, what kinds of text should be used here with this standard?
<b>RI9</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
4RI9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	412b			x		MATERIALS: good informational text tied to 4 <sup>th</sup> grade science, social studies, math CC. We need to integrate our instruction. We need the new Utah History book (Gibbs-Smith is the publisher). NEED: multiple texts (hard or e-copy) that are on the same topics; a comprehensive 4 <sup>th</sup> grade lists of texts that they can access.
Range of Reading and Level of Text Complexity							
<b>RI10</b>	Read and comprehend complex literary and informational texts independently and proficiently.						
4RI10	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.	472i 473c, e			x		MATERIALS: good informational text tied to 4 <sup>th</sup> grade science, social studies, math CC. We need to integrate our instruction. We need the new Utah History book (Gibbs-Smith is the publisher).

Common Core to Utah English Language Arts Core Alignment							FOURTH GRADE
Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
<b>Reading Standards: Foundational Skills</b>							
<b>4RF1</b>	<b>Print Concepts</b> - Demonstrate understanding of the organization and basic features of print.						
	(None in Fourth Grade.)						
<b>4RF2</b>	<b>Phonological Awareness</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
	(None in Fourth Grade.)	431	x				
<b>4RF3</b>	<b>Phonics and Word Recognition</b> - Know and apply grade-level phonics and word analysis skills in decoding words.						
4RF3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	442			x		
<b>4RF4</b>	<b>Fluency</b> – Read with sufficient accuracy and fluency to support comprehension.						
4RF4a	Read on-level text with purpose and understanding.	452			x		
4RF4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	473b 486b				x	UC says to identify poetry and produce it in writing. MATERIALS: resources for 4 <sup>th</sup> grade level poetry and prose.
4RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	463b			x		The partial match is the using of context clues.

Common Core to Utah English Language Arts Core Alignment FOURTH GRADE

Common Core	Utah Core					Notes
	Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	

**Writing Standards**

**Text Types and Purposes**

<b>W1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
4W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	486d			x	CC standard is linked to UC here through persuasive writing. <b><i>We need a good, up to date writing program to adopt and use State-wide.</i></b>
4W1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	481b, c, d		x		No pre-writing included in CC, it is in the UC.
4W1b	Provide reasons that are supported by facts and details.	482a 486d			x	
4W1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	482a 486d		x		
4W1d	Provide a concluding statement or section related to the opinion presented.	482d		x		Lead is addressed in UC, but not in the CC. Would need to supplement that in the classroom.
<b>W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
4W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	486c	x			
4W2a	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.	484d		x		
4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	481a		x		
4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	483b		x		
4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	482c		x		

4W2e	Provide a concluding statement or section related to the information or explanation presented.	482d		x			
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<b>W3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						
4W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	486a	x				
4W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	486b		x			
4W3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	484a			x		The only match is the word 'dialogue' under the editing objective.
4W3c	Use a variety of transitional words and phrases to manage the sequence of events.	483b		x			
4W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	482c		x			
4W3e	Provide a conclusion that follows from the narrated experiences or events.	482d		x			

**Production and Distribution of Writing**

<b>W4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
4W4	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.)	482b		x			MATERIALS: we need a rubric, and examples of text are needed to show the students.
<b>W5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.						
4W5	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.)	483c	x				There is no self planning, self revising, and self editing, included in the CC. That needs to be supplemented and added into the curriculum. MATERIALS: rubrics to guide the students (an outline to guide the student to the appropriate outcome). Step by step instruction.
<b>W6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.						
4W6	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.	486e		x			MATERIALS: COWS

Research to Build and Present Knowledge							
<b>W7</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.						
4W7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	481			x		
<b>W8</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.						
4W8	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.	486f 481			x		Students are not sharing their writing in CC. In the UC the students do share their writing, which is important.
<b>W9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.						
4W9a	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].”).	482a			x		
4W9b	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”).	486c			x		
Range of Writing							
<b>W10</b>	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.						
4W10	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.					x	UC does not indicate any time frame.



Common Core to Utah English Language Arts Core Alignment							FOURTH GRADE
Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
<b>Speaking and Listening Standards</b>							
<b>Comprehension and Collaboration</b>							
<b>SL1</b>	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.						
4SL1	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.	411c 461a, b			x		Addresses UC in a basic way. This is cooperative learning.
4SL1a	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.					x	UC has nothing like this. Classroom procedures should be taught at the beginning of the year. Modeling and practice need to happen all year long.
4SL1b	Follow agreed-upon rules for discussions and carry out assigned roles.					x	UC has nothing like this. Classroom procedures should be taught at the beginning of the year. Modeling and practice need to happen all year long.
4SL1c	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.	411b			x		CC standard is tied to oral discussion.
4SL1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	411b			x		Loosely covered in the UC.
<b>SL2</b>							
4SL2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	411a, b			x		Loosely covered in the UC.
<b>SL3</b>							
4SL3	Identify the reasons and evidence a speaker provides to support particular points.	411a, b			x		Loosely covered in the UC.

Presentation of Knowledge and Ideas							
SL4							
4SL4	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.	411c 472g				x	Oral report component needed in UC. Loosely fits our Utah Core.
SL5							
4SL5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.					x	MATERIALS: audio recordings and visual displays (resources on where to go online to get USOE approved items). SMART Boards would be useful.
SL6							
4SL6	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 on pages 28 and 29 for specific expectations.)					x	

Common Core to Utah English Language Arts Core Alignment							FOURTH GRADE
Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
<b>Language Standards</b>							
<b>Conventions of Standard English</b>							
<b>L1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
4L1a	Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).					x	No specific grammar in UC. Slightly reflected in editing (484a, b, c, d)
4L1b	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.					x	MATERIALS: We would like to have a good, current, aligned grammar program that is USOE approved and CCSS friendly.
4L1c	Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.					x	MATERIALS: We would like to have a good, current, aligned grammar program that is USOE approved and CCSS friendly.
4L1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).					x	MATERIALS: We would like to have a good, current, aligned grammar program that is USOE approved and CCSS friendly.
4L1e	Form and use prepositional phrases.					x	MATERIALS: We would like to have a good, current, aligned grammar program that is USOE approved and CCSS friendly.
4L1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	482a 483b				x	CC is tied loosely to UC.
4L1g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).*					x	MATERIALS: We would like to have a good, current, aligned grammar program that is USOE approved and CCSS friendly.

<b>L2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
4L2a	Use correct capitalization.	484a			x		MATERIALS: We would like to have a good, current, aligned grammar program that is USOE approved and CCSS friendly.
4L2b	Use commas and quotation marks to mark direct speech and quotations from a text.					x	MATERIALS: We would like to have a good, current, aligned grammar program that is USOE approved and CCSS friendly.
4L2c	Use a comma before a coordinating conjunction in a compound sentence.					x	MATERIALS: We would like to have a good, current, aligned grammar program that is USOE approved and CCSS friendly.
4L2d	Spell grade-appropriate words correctly, consulting references as needed.					x	MATERIALS: We would like to have a good, current, aligned grammar program that is USOE approved and CCSS friendly. We would like a list of 4 <sup>th</sup> grade level words.
<b>Knowledge of Language</b>							
<b>L3</b>	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.						
4L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	411c, d 484a, b, c 482b, c 461a, b			x		CCSS is very broad. UC has parts of this identified, but not all of these.
4L3a	Choose words and phrases to convey ideas precisely.*	461b 482c			x		
4L3b	Choose punctuation for effect.*	484a				x	Loosely covered in UC.
4L3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).					x	Not in UC. In writing core, not in oral language.

Vocabulary Acquisition and Use							
<b>L4</b>	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.						
4L4	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.	463c			x		
4L4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	463b			x		
4L4b	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> ).	463a		x			Common and grade appropriate.
4L4c	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.	462a		x			CC added technology, pronunciation and precise meaning.
<b>L5</b>	Demonstrate understanding of word relationships and nuances in word meanings.						
4L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	463b 563b		x			New in CC: demonstrate understanding, nuances with 5 <sup>th</sup> grade.
4L5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	463b 563b		x			UC doesn't 'explain'. With 5 <sup>th</sup> grade.
4L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	463b 563b		x			UC does not 'explain', only 'use'. With 5 <sup>th</sup> grade.
4L5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	463c		x			MATERIALS: We will need classroom sets of thesauruses.
<b>L6</b>	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.						
4L6	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., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).						All encompassing!!! All year long!