

Lake Elsinore Unified School District
District Common Assessment Standards Schedule 2007-2008
GRADE 4 ENGLISH-LANGUAGE ARTS

(Based on the California State Standards CST Blueprints - adopted by the State Board of Education 10/02)

Assessment Schedule:

- = Before October 31, 2007
 = Before February 14, 2008

 = Before December 7, 2007
 = Before April 3, 2008

CALIFORNIA CONTENT STANDARDS: READING	# of Items on CST	% of CST
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 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.	18	24%
1.1 Word Recognition: read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression	NA*	
1.2 Vocabulary and Concept Development: apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	8	
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1.3 Vocabulary and Concept Development: use knowledge of root words to determine the meaning of unknown words within a passage	3	
1.3 Vocabulary and Concept Development: use knowledge of root words to determine the meaning of unknown words within a passage	3	
1.4 Vocabulary and Concept Development: know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international)	1	

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CALIFORNIA CONTENT STANDARDS: READING	# of Items on CST	
1.5 Vocabulary and Concept Development: use a thesaurus to determine related words and concepts	1	
1.6 Vocabulary and Concept Development: distinguish and interpret multiple meaning words – <i>common words</i>	5	
1.6 Vocabulary and Concept Development: distinguish and interpret multiple meaning words – <i>less common words</i>	5	
1.6 Vocabulary and Concept Development: distinguish and interpret multiple meaning words – <i>less common words</i>	5	
2.0 READING COMPREHENSION: 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 <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> 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).	15	20%
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	1	
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)	NA*	
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	2	
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: evaluate new information and hypotheses by testing them against known information and ideas – <i>short passage</i>	3	
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: evaluate new information and hypotheses by testing them against known information and ideas – <i>medium passage</i>	3	

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2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: evaluate new information and hypotheses by testing them against known information and ideas – <i>long passage</i>	3	
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: compare and contrast information on the same topic after reading several passages or articles – <i>short passage</i>	3	
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: compare and contrast information on the same topic after reading several passages or articles – <i>medium passage</i>	3	
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: compare and contrast information on the same topic after reading several passages or articles – <i>long passage</i>	3	
2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: distinguish between cause and effect and between fact and opinion in expository text	3	
2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: distinguish between cause and effect and between fact and opinion in expository text	3	
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)	3	
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)	3	
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 <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.	9	12%
3.1 Structural Features of Literature: describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales	1	
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 - <i>short passage</i>	2	
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 - <i>long passage</i>	2	

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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	1	
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)	2	
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)	2	
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)	2	
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	3	
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CALIFORNIA CONTENT STANDARDS: WRITING	# of Items on CST	% of CST
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	18	24%
1.1 Sentence Structure: use simple and compound sentences in writing and speaking	3	
1.1 Sentence Structure: use simple and compound sentences in writing and speaking	3	
1.2 Sentence Structure: combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases	2	
1.3 Grammar: identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	4	
1.3 Grammar: identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	4	
1.4 Punctuation: use parentheses, commas in direct quotations, apostrophes in the possessive case of nouns and in contractions	2	
1.5 Punctuation: use underlining, quotations marks, or italics to identify titles of documents	1	
1.6 Capitalization: capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate	2	
1.7 Spelling: spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	4	
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CALIFORNIA CONTENT STANDARDS: WRITING	# of Items on CST	% of CST
1.0 WRITING STRATEGIES: 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 (i.e., pre-writing, drafting, revising, editing successive versions).	15	20%
1.1 Organization and Focus: select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements	2	
1.1 Organization and Focus: select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements	2	
1.2 Organization and Focus: create multiple-paragraph compositions that		
a) provide an introductory paragraph	0	
b) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph	1	
c) include supporting paragraphs with simple facts, details, and explanations	1	
d) conclude with a paragraph that summarizes the points	1	
e) use correct indentation	NA*	
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)	2	
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)	2	
1.4 Penmanship: write fluidly and legibly in cursive or joined italic	NA*	
1.5 Research and Technology: quote or paraphrase information sources, citing them appropriately	1	

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1.6 Research and Technology: locate information in reference texts by using organizational features (e.g., prefaces, appendices)	1	
1.7 Research and Technology: use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, on-line information) as an aid to writing	1	
1.8 Research and Technology: understand the organization of almanacs, newspapers, and periodicals and how to use those print materials	2	
1.9 Research and Technology: demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive)	NA*	
1.10 Evaluation and Revision: edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text	3	
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1.10 Evaluation and Revision: edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text	3	
TOTALS	75	100%