

California Common Core Standard Correlation

Let Me Tell You About This Man: Cesar Chavez, Union Organizer

| Reading Standards For Literature | |
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| 4 th Grade | 5 th 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 th Grade | 5 th 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 th Grade | 5 th 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 th Grade | 5 th 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 | 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 |

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| <p>introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> | <p>introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> |
| <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>4th Grade</p> | <p>5th 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> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</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> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> |