

California State Standards for Fourth Grade
Indian Land Tenure Curriculum
Standard Two, Lesson Three

Standards that students could potentially address:

California Content Standards for English-Language Arts

READING

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.

Word Recognition

1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

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).

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

2.3 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.

2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

2.5 Compare and contrast information on the same topic after reading several passages or articles.

2.6 Distinguish between cause and effect and between fact and opinion in expository text.

WRITING

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 (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

Penmanship

1.4 Write fluidly and legibly in cursive or joined italic.

Research and Technology

1.5 Quote or paraphrase information sources, citing them appropriately.

1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Evaluation and Revision

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

2.0 Writing Applications (Genres and Their Characteristics)

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:

2.3 Write information reports:

a. Frame a central question about an issue or situation.

b. Include facts and details for focus.

c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.

Organization and Delivery of Oral Communication

1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).

1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.

1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.2 Report on a topic with facts and details, drawing from several sources of information.

Content Standards for Visual and Performing Arts

Visual Arts

Visual Literacy

5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.