

MCAS/DCCAS English Language Arts Correlation Chart Grade 4

<i>MCAS Finish Line English Language Arts Grade 4</i>	<i>MCAS Standard</i>	<i>DCCAS Standard</i>	<i>DCCAS Standard Description</i>
Unit 1: Vocabulary Strategies			
Lesson 1: <i>Related Words</i>	4.14	4.LD-V.13	Recognize and use words with multiple meanings (e.g., sentence, school, hard) and determine which meaning is intended from the context of the sentence.
Lesson 2: <i>Word Parts</i>	4.7	3.LD-V.11	Recognize that some words and phrases have both a literal and nonliteral meaning (e.g., take steps).
	4.9	4.LD-V.9	Determine the effect of affixes on roots.
	4.10	4.LD-V.10	Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words.
Lesson 3: <i>Words in Context</i>	4.11	4.LD-V.12	Identify the meaning of figurative language and phrases.
	4.13	3.LD-V.12	Use the context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings.
Lesson 4: <i>Structure of English</i>	5.5	3.EL.1	Recognize the subject-predicate relationship in sentences.
	5.6	4.EL.1	Identify four basic parts of speech (adjective, noun, verb, adverb).
	5.7	4.EL.2	Identify and use correct punctuation, including dates, locations, and addresses; apostrophes in possessives and contractions; and underlining, quotations, or italics to identify titles.
		4.EL.3	Capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations.

Unit 2: Understanding a Text			
Lesson 5: <i>Main Idea and Supporting Details</i>	8.14 8.15 13.9	4.IT-E.5	Ask questions and support answers by connecting prior knowledge with literal and inferential information found in texts.
	8.18 13.12	4.IT-E.1	Identify the purpose and main points of a text and summarize its supporting details.
	13.6	4.IT-E.4	Identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
Lesson 6: <i>Organizing Information</i>	8.11	3.LT-U.4	Use story details and prior knowledge to understand ideas that are not directly stated in the text.
	8.16 13.10	4.IT-E.3	Identify cause-and-effect relationships stated and implied.
	13.7	4.IT-DP.6	Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.
	13.8	3.IT-DP.7	Use information from text and text features to determine the sequence of activities needed to carry out a procedure.
Lesson 7: <i>Inferences and Conclusions</i>	8.6	3.LT-U.1	Identify chapter titles and illustrations as parts of a text that help the reader predict what will happen next in a story.
	8.9	4.IT-E.5	Ask questions and support answers by connecting prior knowledge with literal and inferential information found in texts.
	8.11	3.LT-U.4	Use story details and prior knowledge to understand ideas that are not directly stated in the text.
Lesson 8: <i>Making Reading Connections</i>	8.14 8.15 13.9	4.IT-E.5	Ask questions and support answers by connecting prior knowledge with literal and inferential information found in texts.
	9.3	4.LT-C.1	Identify similarities and differences between the characters or events in a story and the experiences in an author's life.

	13.12	4.IT-E.1	Identify the purpose and main points of a text and summarize its supporting details.
Lesson 9: <i>Fact and Opinion</i>	8.17 13.11	4.IT-E.2	Distinguish fact from opinion.
Lesson 10: <i>Author's Purpose and Point of View</i>	13.6	4.IT-E.4	Identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
Unit 3: Understanding Literature			
Lesson 11: <i>Forms and Themes</i>	10.2	4.LT-G.2	Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.
		4.LT-G.3	Apply knowledge of different forms of literature as a strategy for reading and writing.
	11.2	4.LT-T.4	Compare the moral lessons of several fables.
Lesson 12: <i>Style and Language</i>	4.11	4.LD-V.12	Identify the meaning of figurative language and phrases.
	15.2	4.LT-S.11	Identify sensory details and figurative language in a story or poem.
Lesson 13: <i>Elements of Fiction</i>	8.14	4.IT-E.5	Ask questions and support answers by connecting prior knowledge with literal and inferential information found in texts.
	12.2	4.LT-F.5	Explain how the plot, setting, or characters influence the events in a story, using evidence from the text.
		4.LT-F.6	Describe a character's traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).
Lesson 14: <i>Poetry</i>	14.2	4.LT-P.8	Recognize the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmic patterns in a poetry selection.
	15.2	4.LT-S.11	Identify sensory details and figurative language in a story or poem.

Lesson 15: <i>Traditional Stories</i>	8.14	4.IT-E.5	Ask questions and support answers by connecting prior knowledge with literal and inferential information found in texts.
	11.2	4.LT-T.4	Compare the moral lessons of several fables.
	12.2	4.LT-F.5	Explain how the plot, setting, or characters influence the events in a story, using evidence from the text.
		4.LT-F.6	Describe a character's traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).
	16.4	4.LT-TN.12	Identify phenomena explained in origin myths.
	16.5	3.LT-TN.14	Identify the adventures or exploits of a character type in traditional literature.
	16.6	4.LT-TN.13	Identify significant characters and events in Greek, Roman, and Norse mythology that have influenced English vocabulary.
Lesson 16: <i>Plays and Drama</i>	17.1 17.2	4.LT-D.10	Identify the structural elements particular to dramatic literature, such as scenes, acts, and a cast of characters.
Unit 4: The Writing Process			
Lesson 17: <i>Planning and Drafting</i>	19.9 23.3	4.W-I.1	Write stories that organize plot events in an order that leads to a climax.
	19.13	3.W-E.3	Write up information on a topic that includes clear focus, ideas in sensible order, and sufficient supporting detail.
Lesson 18: <i>Revising</i>	21.1 21.2	4.W-R.7	Revise writing to improve word choice (using dictionaries, thesauri) and level of detail after determining what could be added or deleted.
Lesson 19: <i>Editing and Publishing</i>	22.2 22.4	4.EL.4	Identify and employ correct usage for <ul style="list-style-type: none"> • regular and irregular verbs, • adverbs, • prepositions and coordinating conjunctions, and • comparative and superlative adjectives.

	22.2 22.6	4.EL.6	Spell <ul style="list-style-type: none"> • syllable constructions (closed, open, consonant before); • base words, inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i>, and prefixes such as <i>re-</i> or <i>un-</i>; and • contractions, compounds, and common homophones (<i>hair-hare, bear-bare, pail-pale</i>).
Lesson 20: <i>Writing on Demand</i>	19.7	4.W-E.6	Write personal and formal letters that <ul style="list-style-type: none"> • use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation) and • include the date, salutation, body, closing, and signature.
	19.12	4.W-E.5	Write interpretations or explanations of a literary or informational text that organize ideas and use evidence from the text as support.
	19.13	3.W-E.3	Write up information on a topic that includes clear focus, ideas in sensible order, and sufficient supporting detail.
	21.1 21.2	4.W-R.7	Revise writing to improve word choice (using dictionaries, thesauri) and level of detail after determining what could be added or deleted.
	22.2 22.4	4.EL.4	Identify and employ correct usage for <ul style="list-style-type: none"> • regular and irregular verbs, • adverbs, • prepositions and coordinating conjunctions, and • comparative and superlative adjectives.
	22.2 22.5 22.6	4.EL.6	Spell <ul style="list-style-type: none"> • syllable constructions (closed, open, consonant before); • base words, inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i>, and prefixes such as <i>re-</i> or <i>un-</i>; and • contractions, compounds, and common homophones (<i>hair-hare, bear-bare, pail-pale</i>).

	23.3	4.W-I.1	Write stories that organize plot events in an order that leads to a climax.
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