
	Correlation of <i>Core Knowledge</i>[®] <i>Sequence</i> & Colorado Grade Level Expectations		
Core Knowledge[®] Content (Language Arts-Grade 4)	Colorado Grade Level Expectations (Grade 4-Reading & Writing)		
I. Writing, Grammar, and Usage			
A. Writing and Research			
<ul style="list-style-type: none"> ▪ 	4.2.A generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation) 4.2.B organize their writing 4.2.C choose vocabulary that communicates their messages clearly and precisely 4.2.D revise and edit speech and writing 4.2.E create readable documents with legible handwriting or word processing at the appropriate time		
<ul style="list-style-type: none"> ▪ 	4.5.A use organizational features of printed texts (for example, page numbering, alphabetizing, glossaries, chapter heading, tables of contents, indexes, captions) 4.5.D take notes, outline, and identify main ideas in resource materials 4.5.E sort information as it relates to a specific topic or purpose 4.5.F give credit for borrowed information by telling or listing sources		
<ul style="list-style-type: none"> ▪ 			
B. Grammar and Usage			
<ul style="list-style-type: none"> ▪ 			
<ul style="list-style-type: none"> ▪ 	4.3.A know and use correct subject/verb agreement		
<ul style="list-style-type: none"> ▪ 			
<ul style="list-style-type: none"> ▪ 	4.3.C know and use correct capitalization, punctuation, and abbreviations		
<ul style="list-style-type: none"> ▪ 			
<ul style="list-style-type: none"> ▪ 			
<ul style="list-style-type: none"> ▪ 			
<ul style="list-style-type: none"> ▪ 			
II. Poetry			
A. Poems			
<ul style="list-style-type: none"> ▪ 	4.1.A use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories (for example, skim and scan, self-monitor for understanding)		
B. Terms			
<ul style="list-style-type: none"> ▪ 			
III. Fiction			
A. Stories			

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

<ul style="list-style-type: none"> ▪ 	<p>4.1.A use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories (for example, skim and scan, self-monitor for understanding)</p> <p>4.1.B identify supporting details and main ideas</p> <p>4.1.C summarize long text passages</p> <p>4.1.D draw inferences using contextual clues</p> <p>4.1.E set purpose for reading</p> <p>4.1.F use bold print, italics, titles, sub-titles, quotations, and underlined words to comprehend texts</p> <p>4.4.A recognize an author's point of view</p> <p>4.4.B predict and draw conclusions about stories</p> <p>4.4.C differentiate between fact and opinion in written and spoken forms</p> <p>4.6.A read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading</p> <p>4.6.B read, respond to, and discuss literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written</p> <p>4.6.C recognize the concept of classic or enduring literature, and reading and listening to classic works</p> <p>4.6.E use new vocabulary from literature in other context</p>
B. Myths and Mythical Characters	
<ul style="list-style-type: none"> ▪ 	<p>4.1.A use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories (for example, skim and scan, self-monitor for understanding)</p> <p>4.1.B identify supporting details and main ideas</p> <p>4.1.C summarize long text passages</p> <p>4.1.D draw inferences using contextual clues</p> <p>4.1.E set purpose for reading</p> <p>4.1.F use bold print, italics, titles, sub-titles, quotations, and underlined words to comprehend texts</p> <p>4.6.A read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading</p>
C. Literary Terms	
<ul style="list-style-type: none"> ▪ 	4.6.D use literary terminology such as setting, plot, character, problem, and solution
IV. Speeches	
<ul style="list-style-type: none"> ▪ 	4.1.A use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories (for example, skim and scan, self-monitor for understanding)
V. Sayings and Phrases	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
This can be covered in many other areas	4.1.G identify sequential order in expository text
Grade 7: English: Grammar	4.3.B know and use correct modifiers
Grade 3: Language Arts: Spelling, Grammar, and Usage	4.3.D spell frequently used words correctly using phonics rules and exceptions
This can be covered in many other areas	4.4.D use reading, writing, speaking, and listening to define and solve problems
This can be covered in many other areas	4.4.E respond to written and oral presentations as a reader, listener, and articulate speaker
This can be covered in many other areas	4.4.F use listening skills to understand directions
This can be covered in many other areas	4.5.B recognize organizational features of electronic information (for example, pull-down menus, icons, key word searches)

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

This can be covered in many other areas	4.5.C use organizational features of media or electronic information (for example, passwords, entry menu features, pull-down menus, icons, key word searches)
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