





# California Curriculum Standards and Benchmarks



| STANDARD   | BENCHMARK  | LESSON   |   |   |   |   |   |
|--|--|--|---|---|---|---|---|
|  |  | 1  | 2 | 3 | 4 |   |   |
|  <p><b>Language Arts</b></p> <p><b>READING</b></p> <p><b>Word Analysis, Fluency, and Systematic Vocabulary Development</b><br/>Students understand the basic features of reading.</p> <p><b>Reading Comprehension</b><br/>Students read and understand grade level appropriate material. They draw upon a variety of comprehension strategies as needed.</p> <p><b>Literary Response and Analysis</b><br/>Students read and respond to a wide variety of significant works of children's literature.</p> <p>Students write clear, coherent sentences and paragraphs that support a central idea. Their writing shows that they consider the audience and purpose.</p> <p><b>Writing Applications</b><br/>Students write compositions that describe and explain familiar objects, events, and experiences.</p> | Read narrative and expository text aloud with grade-appropriate fluency and accuracy   |  | • |   | • |   |   |
|  | Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases   |  |   |   |   | • |   |
|  | Identify structural patterns found in informational text   |  |   |   |   |   | • |
|  | Use appropriate strategies when reading for different purposes   | •  | • | • |   |   |   |
|  | Make and confirm predictions about text  |  |   |   |   |   | • |
|  | Define figurative language and identify its use in literary works  |  |   |   |   |   | • |
|  | Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and successive versions   | •  |   |   |   |   | • |
|  | Create multiple-paragraph compositions   |  |   |   |   |   | • |
|  | Use traditional structures for conveying information   | •  |   |   |   |   | • |
|  | Use various reference materials as an aid to writing   | •  |   |   |   |   | • |
|  | Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text  |  |   |   |   |   | • |
|  | Write information reports  |  |   |   |   |   | • |
|  | Write summaries that contain the main ideas of the reading selection and the most significant details  |  |   |   |   |   | • |
|  |  |  |   |   |   |   | • |
|  |  <p><b>Geography</b></p> <p>Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</p> | Use maps, charts, and pictures to describe how communities in California vary in population density, architecture, services, and transportation and their use of land, vegetation, wildlife, and climate | • | • |   |   |   |
|  |  |  |   |   |   |   |   |
|  <p><b>Science</b></p> <p><b>Investigation and Experimentation</b><br/>Scientific progress is made by asking meaningful questions and conducting careful investigations.</p>  | Students will measure and estimate weight, length, or volume of objects  |  |   |   |   | • |   |
|  |  |  |   |   |   |   |   |
|  <p><b>Math</b></p> <p><b>Mathematical Reasoning</b><br/>Students make decisions about how to approach problems.</p> <p>Students use strategies, skills, and concepts in finding solutions.</p>   | Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and priority of information, and observing patterns   |  |   |   |   | • |   |
|  | Determine when and how to break a problem into simpler parts   |  |   |   |   | • |   |
|  | Make precise calculations and check the validity of the results from the context of the problem  |  |   |   |   | • |   |
|  |  |  |   |   |   |   |   |