

Tour Program, Lessons and Activities Connections to the CA Common Core State Standards (CA CCSS)

4th Grade

The Shoreway Environmental Center Tour Program and supporting activities (pre and post tour activities) are linked to CA CCSS and Education and the Environment Initiative (EEI) Curriculum:

Reading Standards for Literature (RL):

- RL1. – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL3. – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions).
- RL4. – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL7. – Make connections between the text of a story or drama and a visual or oral presentation of the text identifying where each version reflects specific descriptions and directions in the text.

Reading Standards for Informational Text (RI):

- RI1. – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI3. – 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.
- RI4. – Determines the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI5. – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text.
- RI7. – Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI9. – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Standards for Foundational Skills (RF):

- RF3. – Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabifications patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of content.
- RF4. – Read with sufficient accuracy and fluency to support comprehension. a., b., c.

Writing Standards (W):

- W1. – Write opinion pieces on topics or texts, supporting a point of view with reason and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - d. Provide a concluding statement or section related to the opinion presented.
- W5. – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W8. – Recall relevant information from experiences or gather relevant information from print or digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.

Speaking and Listening Standards (SL):

- SL1. – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a., b., c., d.
- SL2. – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Language Standards (L):

- L2. – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Spell grade-appropriate words correctly, consulting references as needed.
- L4. – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
 - a. Use content (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

See reverse side for a matrix of the activities/presentations and their corresponding standards.



Shoreway Environmental Center Tour Connections to CA Common Core State Standards - 4th Grade

4 th Grade	CA Common Core State Standards					
Pre-Tour Activities	Reading Standards for Literature (RL)	Reading Standards for Informational Text (RI)	Reading Standards for Foundational Skills (RF)	Writing Standards (W)	Speaking and Listening Standards (SL)	Language Standards (L)
Resource conservation	1; 3; 7	1; 3		1a	1a, b, c, d	
Resource conservation quiz	1; 4	1; 5			1a, b, c, d	
Vocabulary	4	3; 4			1a, b, c, d	2d; 4a, b
Tour						
Intro/Resource conservation/4Rs		3				
Outdoor education area activities	4; 7	3				
Hands-on sorting game, can activity	4	3; 5; 7	3a		2	
Walking Tour/Hallway	1; 4	1; 4	3a; 4a, b, c		2	4a, b
Reflection and Wrap-Up		7				
Post-Tour Activities						
Pledge to Reduce Waste!	7	7		8		
Thinking about your tour		9		1a, b, d; 5	1a, b, c, d	