

TEACHER GUIDANCE

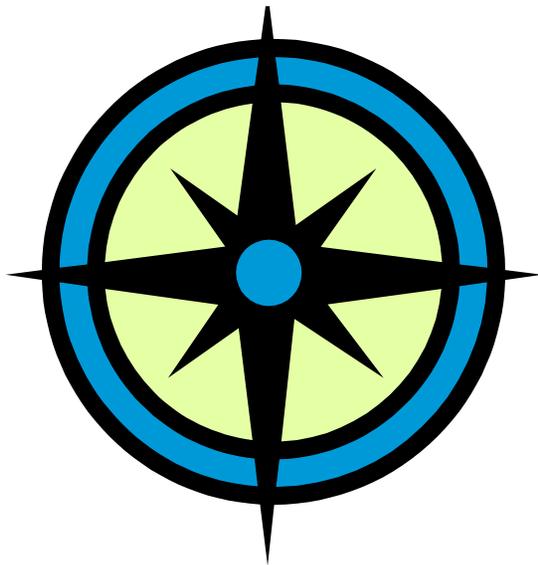
FOR TEACHING THE COMMON CORE
GEORGIA PERFORMANCE STANDARDS



Grade Four



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"



CCGPS TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks,
and recommended vocabulary*

	Fourth Grade CCGPS
	Reading Literary (RL)
	ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Skills/Concepts for Students:

- Read attentively for understanding
- Read books assigned by your teacher but also books that you chose on your own
- Keep a notebook where you write down the names of books you have read and things you liked about them or didn't like
- Take notes on what you read so that you can remember details from the text about things like plot, setting, and characters
- Think about not only what the author is saying in words, but also what he or she wants you to think about or feel (for example, if the author says someone "trudged" to school, he or she wants you to know something about how that character feels about going to school; it is different than saying someone "skipped all the way" to school)

Strategies for Teachers:

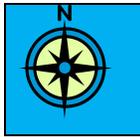
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Show students what kind of information goes in their notes, focusing on literary elements and avoiding extraneous detail
- Reinforce basic knowledge of the parts of a text: plot, characters, setting, etc.
- Consistently require evidence for claims and inferences made about a text; provide explicit instruction on the nature of "inference"

Sample Task for Integration:

After reading aloud a chapter of a book under consideration by the class, ask students in small groups to make a chart with two columns. On the left, have them list 3-5 inferences they can make about what they have just read. Scaffold understanding of the term "inference." Allow students to compare the inferences they have made. Notice whether they disagree on any major points (for example, if one group infers that "Mary is a very happy girl" and another that "Mary seems unhappy" have them discuss the reasons for their inferences and come to a consensus on how Mary felt (or whatever your text issue is). This discussion will provide a strong model for how we go about pulling evidence from the text to support our inferences. Have students use this knowledge to pull evidence from the text to put in the second column that supports each of their inferences.

Recommended Vocabulary:

Detail Example Explicit Implicit Text Genre Example Extraneous



Fourth Grade CCGPS

Reading Literary (RL)

ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Skills/Concepts for Students:

- Read attentively for understanding
- Choose stories and poems that you like as well as ones that your teacher assigns
- Learn and understand the meaning of “theme”; it is a tricky concept
- Learn some strong strategies for determining theme; one good one is to look at the main character and see how they change through the challenges they encounter in the story (the lessons they learn are usually related to the theme)
- Use strategies you’ve learned to help understand the text, such as taking notes, re-reading, summarizing, or paraphrasing

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Provide students examples of themes in well-known texts
- Theme is a vague concept; make it very clear to your students exactly what you mean when you talk about theme and give them some strategies for identifying it (as above)
- Model note taking with an emphasis on how to summarize the text
- Model how to summarize the text both orally and in writing
- Show students what kind of information goes in their notes, focusing on literary elements and avoiding extraneous detail
- Reinforce basic knowledge of the parts of a text: plot, characters, setting, etc.

Sample Task for Integration:

Present students with several short texts from multiple genres that have a thematic connection. Provide them with an activity sheet or rubric that reviews several effective strategies for determining theme. Have the students read together, fill out the activity sheets, and come to a consensus on the nature of the theme of all pieces (for example, “You can’t judge by appearances,” or “leaving home”). Have small groups jigsaw their results with one another and discuss differences of opinion. Themes are often associated with abstract nouns (justice, peace, friendship); an extension activity could include making a chart of such words for the classroom.

Recommended Vocabulary:

Plot	Setting	Character	Drama	Story
Poem	Genre	Summarize	Paraphrase	Theme
Main idea	Details	Facts		

	Fourth Grade CCGPS
	Reading Literary (RL)
	ELACC4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words, or actions).

Skills/Concepts for Students:

- Read attentively for understanding
- Remember and use what you know about character, setting, and plot when you are reading and trying to understand a story
- Use specific details from the text to aid in describing the character's thoughts, words, or actions
- Take notes about characters, setting, and events
- Think about why authors make the choices that they make as you read; there is probably a reason why the story is set in a small town rather than a big city, or why the main character is a boy instead of a girl, or a dog instead of a cat

Strategies for Teachers

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above)
- Include thoughtful discussion about an author's choices as you read
- Model noticing telling details from text such as subtle characterizations
- Provide explicit instruction on plot, character, setting, and characterization (definitions and examples); model for the students that this information is never an end in itself, it is a vehicle to understand the author's message (it is not as important that the story was set on Mars as it is WHY the story was set on Mars)

Sample Task for Integration:

Help to establish a deep understanding of the literary elements of plots, character, setting, etc., by guiding students in making real world comparisons. Provide students with a graphic organizer or other guidance to apply these principles to themselves. If the student's life were a story, what would be the setting? Who are the characters? Who is the MAIN character? What is the plot of the story? How do you think it will end? Is it fiction or non-fiction? Students can use this exercise to experiment with writing dialogue with appropriate punctuation, they can add illustrations, and they can explore some of the nuances of characterization. What kind of a person would a "reader" perceive the student to be based on that student's actions, thoughts, habits, words, appearance, and other circumstances? Would that perception be accurate? Why or why not?

Recommended Vocabulary:

Rising action	Climax	Falling action	Resolution	Character	Plot	Setting
Crisis	Detail	Extraneous	Fact	Opinion	Implicit	Explicit
Inference						

	Fourth Grade CCGPS
	Reading Literary (RL)
	ELACC4RL4: 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).

Skills/Concepts for Students:

- Read a wide variety of books from all genres, including ones you pick out for yourself
- Notice when you see references to mythology in popular culture, and make yourself familiar with the basics of Greek and Roman myths (you will find that they are everywhere!)
- When you read, think about why an author chooses the kinds of words he or she chooses, noticing whether they are formal or informal, old-fashioned or modern, aimed at children or adults; think about how those words make you feel
- Use all the strategies you’ve learned to understand words you don’t know, and keep a list of new words you’ve learned

Strategies for Teachers

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Guide students in recognizing how the different word choices of authors impact their understanding of a text, and how those choices are purposeful (pay attention to how words make you feel, and to considering what other words could have been used instead and how the experience would have been different)
- Include works from Greek and Roman mythology throughout your lesson plans in grade 4, but also remember to include mythology from American Indian, African, Chinese, and other cultures from around the world
- Provide explicit guidance and instruction on vocabulary from mythology, especially important foundational concepts

Sample Task for Integration:

Collect a 4 or 5 myths from a single culture that are grade-level appropriate and that can be read in a reasonable amount of time. Put students into small groups and provide each group with a different myth from that culture. Students will use chart paper to note any unknown vocabulary. (It will be useful if you can purposefully select stories that you know to have resonant vocabulary, but this should happen naturally. If you choose 5 Greek myths from a single volume, they will doubtless share idiosyncratic vocabulary). Have students compare the words taken from the story and note words that occur in more than one group (for example “muse”). Start a word wall with these words and add to the list throughout the year as your study of mythology continues. Use all strategies familiar to the students (context, roots, affixes and suffixes, and resource materials) to determine meaning.

Recommended Vocabulary:

Vocabulary	Mythology	Culture	Allude	Significant	Context	Greek myth
Roman myth	Native American myth	African myth	Chinese myth	Creation myth	Culture	

	Fourth Grade CCGPS
	Reading Literary (RL)
	ELACC4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Skills/Concepts for Students:

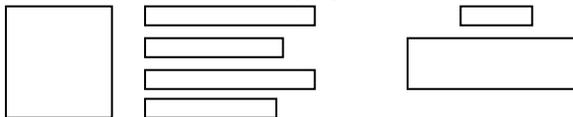
- Read a wide variety of books from all genres, including ones you pick out for yourself
- Pay attention to the way words are put together in a text as well as to what those words mean; notice whether words are in a list, or in paragraphs, under headings, in stanzas, acts, etc.; know that the author has a message in the way he or she structures his or her words as well as in the words themselves
- Make structure one of the things you write about in your notes
- Learn or review the literary terms that go with different kinds of literature (see the list above in the standard)
- Think about why different types of literature are structured in different ways and how that might affect your experience as a reader; in particular, notice how the way a poem is written affects the way you read it and hear it; think about how the author must have wanted that poem to look and sound to you

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)
- Make structure a routine part of your text analysis
- Include opportunities to study poetry in your unit plans, especially among your short literary text choices, and ensure that students know their poetry basics: rhyme, rhythm, rhyme scheme, stanza, etc.
- Provide explicit instruction (definitions and examples) on literary terms such as “dialogue,” “stage direction,” “stanza,” etc.
- Provide opportunities for students to use these structures in their writing as well as to notice them in their reading

Sample Task for Integration:

Provide students with large graphic representations of various types of texts, for example:



Etc. Have students attempt to identify which kind of text would go into each basic shape. Engage students in a collaborative discussion supporting each of their guesses. Guide this discussion to a thoughtful analysis of why each structure is appropriate or helpful for the kind of text it conveys.

Recommended Vocabulary:

Drama	Prose	Poem	Drama	Structure	Verse	Rhythm	Meter
Setting	Description	Dialogue	Stage Direction	Rhyme	Rhyme scheme		

	Fourth Grade CCGPS
	Reading Literary (RL)
	ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Skills/Concepts for Students:

- Read a wide variety of books from all genres, including ones you pick out for yourself
- Take notes about what you read, focusing on important elements such as plot structure, vocabulary, and characters
- Notice whose voice the author uses to tell a story and how that voice impacts your experience as a reader
- Review your knowledge of narrative voice: first person is when a character is telling the story, third person is when a narrator is telling the story
- Second person is rarely used (it is when the text speaks directly to the reader, as in “you are walking through the door; you see your friends...”)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Proactively provide examples of various narrative voices
- Have students experiment with writing from different narrative perspectives
- Guide students in identifying the differences in reader experience between the different narrative voices and the specific effects the authors are trying to achieve; in general first person narration is much more intimate and is also much more likely to involve flashback
- At your discretion you may want to talk about omniscience in narration

Sample Task for Integration:

After providing some explicit instruction and a few examples of various first and third person narrative voices, place 10 or 20 books on a table in your classroom. Provide students with an activity sheet to fill out or index cards and give them a time limit in which to determine a few basic facts about each text, including the narrative point of view (other facts might include author, # of pages, publisher, etc.) This activity will facilitate students’ familiarity with all aspects of a text, but specifically with recognizing narrative voice quickly from a few obvious clues. It will also provide an opportunity for them to determine for themselves what those clues are (mostly pronouns).

Recommended Vocabulary:

Narration Point of View First Person Third Person Omniscience

	Fourth Grade CCGPS
	Reading Literary (RL)
	ELACC4RL7: 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.

Skills/Concepts for Students:

- Make it a habit to explore the books from which movies were made or see the movie after you've read a good book (if there is one)
- When you do see these books and movies (or tv shows or plays) side-by-side, think about the differences you see between the texts and especially about why those differences were necessary or desired (was it a time consideration or audience appeal or something else?)
- Notice the differences in the way you have imagined something in your mind and the way it has been imagined by a director of another writer; try to identify the descriptions and clues in the text that helped you paint the picture you had in your mind

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide opportunities for students to make connections from text to a visual or oral presentation

Sample Task for Integration:

Choose a grade-appropriate book that has been made into an acceptable movie version (Holes, by Louis Sachar is a great example). Have students list all of the differences they can find between the written text and the visual text. If time is a constraint (because this may take several close readings/viewings) choose a short fairytale or other accessible text of appropriate complexity (for example Hans Christian Andersen's "Little Mermaid" and the Disney "Little Mermaid" have several significant differences in plot and character). You may focus on a single text portion to further abridge the activity. The most important part of this activity will follow this identification, when the students will discuss why they think each of these changes was made. Appropriate answers to these questions will require fairly deep analysis of what the intended affect on the reader was in each instance.

Recommended Vocabulary:

Plot	Character	Setting	Screen play	Actor
Drama	Visual text	Written text	Script	Compare/contrast

	Fourth Grade CCGPS
	Reading Literary (RL)
	ELACC4RL8: (Not applicable to literature)
	ELACC4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Skills/Concepts for Students:

- Read a wide variety of books from all genres, including ones you pick out for yourself
- Identify themes and lessons in folktales, tall tales, and fables
- Compare traditional literature and mythology from different cultures
- Research stories that are based on myths and look for the patterns and similarities

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)
- Proactively choose texts with identifiable mythological references in modern texts to illustrate their fundamental archetypal presence in literature
- Provide explicit instruction on the fundamentals of mythology (basic terms and characters)
- Include mythological and traditional texts in your unit plans

Sample Task for Integration:

The teacher will provide the students with various books from different cultures sharing similar theme such as Cinderella, by Mahlon Craft, Yeh-Shen, by Ai-Ling Loie, and Golden Sandal: A Middle Eastern Cinderella Story, by Rebecca Hickox. Students will read the books in groups and complete graphic organizers about the similarities and differences in the themes represented in the books. Students will present their graphic organizers to other groups in the class. The students will work together to complete an electronic display of the information about the themes from the books.

Recommended Vocabulary:

Compare Culture	Contrast Traditional	Themes Pattern	Topics Archetype	Myth
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	Fourth Grade CCGPS
	Reading Literary (RL)
	ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Demonstrate comprehension and fluency at the high end of the grade 4-5 text complexity band
- Read a variety of literature, including stories, dramas, and poetry
- Use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting)
- Read with a rhythm, flow, and meter that sounds like everyday speech (prosody)
- Keep a notebook of texts read with notes for discussions and future writing activities

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL10 (see above)
- Provide students opportunities to engage in reading complex text
- Require reading through multiple modes: groups, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, etc.
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Task for Integration:

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list. (This may include poems, films, and works of art as well). Encourage students to keep a notebook that includes notes and personal commentary on each text read over the course of the year. Students will visit the media center and select appropriate books for reading. After the reading has taken place, students will write about what they have read. An extension of this could include students using technology to produce reviews of the books they have read and present the reviews to the class.

Recommended Vocabulary:

independently	proficiently	fluently	stories	dramas
poetry	comprehend			

	Fourth Grade CCGPS
	Reading Informational (RI)
	ELACC4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Skills/Concepts for Students:

- Read a wide variety of books from all genres, including ones you pick out for yourself
- Support all of your ideas about a text with evidence from the text
- Make predictions using prior knowledge and from text content
- Take notes as you read
- Understand the difference between what is explicit in the text and what is inferred

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1(see above)
- Provide explicit instruction on the concepts of implicit and explicit text messages (inference)
- Model note-taking with an emphasis on how to use details from the text (and separating important facts and details from extraneous)
- Require text evidence for all claims, both formal and informal, in writing and in discussion

Sample Task for Integration:

After completing an informational text with the class, make note cards with facts and inferences from the text. Provide these to students who are arranged into small groups. Students will determine which of these facts came explicitly from the text (or whether it never was in the text) and/or whether information on the card is an inference that can be made from text evidence. On the reverse side of the card they will either cite the place in the text that supports the fact or inference, or will write that this fact or inference does not appear in the text. Students should compare their answers to determine accuracy. An extension of the activity could be to have students make their own cards and trade between groups.

Recommended Vocabulary:

Text Genre Implicit Explicit Fact Extraneous Inference

	Fourth Grade CCGPS
	Reading Informational (RI)
	ELACC4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Skills/Concepts for Students:

- Read a wide variety of books from all genres, including ones you pick out for yourself
- Understand the difference between theme (usually literary) and main idea (usually informational)
- Use the structure of a text to help you identify topic sentences and support for claims
- Take notes on the most important facts and elements of a text as you read
- Know the difference between paraphrase and summary; try not to include your own opinion when you summarize

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Engage students in using various informational texts to identify the main idea, and the supporting key details
- Model effective summarization and the difference between summary and paraphrase; provide students with opportunities to practice both
- Provide strategies for determining main idea in an informational text (for example word frequency, topic sentences)

Sample Task for Integration:

The teacher will use the site <http://library.thinkquest.org/J002678F/columbus.htm> The Journal of the Admiral of the Ocean Sea entry for July 15, 1492. Project the journal entry or provide copies for the students to read. Students will read independently and then work with a partner to determine the main idea of the text and provide supporting details for the journal entry of Christopher Columbus. Each student group will select another journal entry. The groups will read the entries, determine the main ideas, and summarize to present to the class.

Recommended Vocabulary:

Informational	Literary	Theme	Topic	Detail
Extraneous	Support	Evidence	Structure	Summary
Paraphrase				

	Fourth Grade CCGPS
	Reading Informational (RI)
	ELACC4RI3: 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.

Skills/Concepts for Students:

- Understand and recognize common graphic features (e.g., charts, maps, diagrams, illustrations)
- Understand and recognize common organizational structures (e.g., chronological order, cause and effect)
- Take notes recognizing the difference between important facts and details and extraneous ones
- Use specific details from text when explaining events, procedures, ideas, and concepts

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 (see above)
- Use graphic organizers to illustrate connections and distinctions (such as Venn diagrams and “T” charts)
- Require students to create outlines tracing the development of ideas or arguments in informational texts
- Proactively provide examples of the kinds of connections to be made within a text (for example point out comparisons and contrasts)
- Provide routine writing opportunities that require students to think about and identify connections within text

Sample Task for Integration:

The teacher will provide students with some favorite recipes from their kitchen as an example of technical texts. Students will work in groups to determine words that have been used for measurement, and discover the transition words (e.g., next, then, afterwards, etc.). Students will also be able to explain the recipe procedures they have read to the class. An extension activity would be for student to spend time in the kitchen with a parent and record their favorite recipe and deliver to the class.

Recommended Vocabulary:

Informational Text	Procedure	Idea	Concept	Historical
Scientific	Technical	Specific	Evidence	Organization

	Fourth Grade CCGPS
	Reading Informational (RI)
	ELACC4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Skills/Concepts for Students:

- Determine the meaning of unknown words using their context
- Read a variety of texts and incorporates new words into oral and written language
- Apply learned strategies to determine the meaning of unknown words(context clues, reference materials, word families, etc)
- Know the difference between general academic and domain-specific words and phrases
- Record new words learned into a notebook for future use when writing and speaking

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Engage students in activities to experiment with words (word games, word wall, sorting words, etc.)
- Reinforce various strategies for determining meaning of unknown words, especially academic and domain-specific vocabulary, such as context, roots and suffixes, and reference materials
- Provide opportunities for focused study of vocabulary from informational text that students will encounter in academic and career situations, such as legal, scientific, or computer terminology
- Model and explore techniques for chunking difficult technical text, taking notes, outlining, or other strategies to make texts manageable
- Routinely practice summary and paraphrase of complex informational texts

Sample Task for Integration:

Chose a domain such as science, medicine, or computers and provide students with several informational documents to study (brochures, short articles, etc.). Have students compile a list of the most-often-occurring unknown words in each document. At the end of that activity have students compare documents to cull yet another list of the most-often-occurring computer terms across all of the documents. After a list of need-to-know words has been constructed, work with students to identify strategies for making meaning of these words without resorting to dictionaries (which may or may not be very helpful). Look at things like pre-fixes and suffixes, root words, languages of origin, abbreviations, and context.

Recommended Vocabulary:

Academic	Domain	Relevant	Language	Diction
Context	Reference	Affix	Suffix	Technical

	Fourth Grade CCGPS
	Reading Informational (RI)
	ELACC4RI5: 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.

Skills/Concepts for Students:

- Understand and recognize common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary)
- Understand and recognize common graphic features (e.g., charts, maps, diagrams, illustrations)
- Understand and recognize common organizational structures (e.g., chronological order, cause and effect)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)
- Provide students with opportunities to “reverse engineer” technical documents, creating outlines from finished texts, in order to make the underlying structure and strategies visible
- Identify particularly well-constructed paragraphs, specifically those that effectively support a claim, examine a counter-claim, or address some other very specific informational purpose
- Share student writing samples that effectively employ clear organizational structures

Sample Task for Integration:

The teacher will use the site http://academickids.com/encyclopedia/index.php/United_States_Declaration_of_Independence to provide students with information on the background of the Declaration of Independence and information on the three parts contained in the Declaration of Independence. Students will read the information and be able to discuss the chronological order of events leading up to the writing and signing of the Declaration of Independence. Students will write a brief summary of the information they have read and keep this information in a journal for studying or future speaking and writing activities.

Recommended Vocabulary:

overall structure	textual features	chronology	compare	contrast
cause/effect	problem/solution	events	ideas	concepts

	Fourth Grade CCGPS
	Reading Informational (RI)
	ELACC4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Skills/Concepts for Students:

- Look for connections between and among the books that you read, both the ones your teacher assigns and the ones you read independently;
- Understand the difference between firsthand and secondhand accounts (and primary and secondary source documents)
- Take notes as you read to help foster those connections and to help you remember details about prior reading

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above)
- Assign students the task of viewing nightly news and taking notes; students can watch multiple channels comparing coverage and scan also read newspapers together after viewing to compare paper vs. televised news
- Use historical texts that provide varying accounts of historical events to illustrate the fact that “history is written by the victors”
- Proactively choose texts within a thematic unit that illustrate the manipulation of point of view in informational texts

Sample Task for Integration:

Divide students into two groups. Have the first student from group one stand up and give a first-hand account of an interesting even in his or her life (a trip to the fair, a birthday, the birth of a sibling, etc.). Have that student given an extemporaneous account to the best of his or her ability. Assign one student from group 2 to take notes. After the first student has finished his or her story, have the student from group 2 stand and retell the story. Have students discuss the differences in the accounts (things to notice would be narrative point of view, descriptive words, amount of detail, the length of the story, etc.) Engage students in a collaborative discussion about the differences.

Recommended Vocabulary:

compare	contrast	firsthand	secondhand	Compare/contrast
Reliability	Focus			

	Fourth Grade CCGPS
	Reading Informational (RI)
	ELACC4RI7: 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.

Skills/Concepts for Students:

- Use all kinds of resources in your research, not just digital resources
- Think about the ways in which visual elements help you understand a text; whether they help you more in certain kinds of texts
- Notice the kinds of charts, graphs, and diagrams you see in your reading and think about what kinds you'd like to use in your own informational writing
- Learn to use software to help you generate graphics and understand charts and graphs, such as excel

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)
- Provide students with opportunities to use multiple print and digital sources
- Guide students to understand how to use digital charts, graphs, time lines, animations, and interactive elements on Web pages

Sample Task for Integration:

Use the site <http://www.ncdc.noaa.gov/oa/ncdc.html> and click on an icon listed in the middle of the page (e.g., weather/climate, events, information and assessment). This link and the others on the page will provide students with an opportunity to look at charts and graphs to interpret information about weather. Give students a list of specific information to gather (for example the average temperature for the last 7 days, or the number of days of rain in the last month). Have students create a paper and pencil visual representation of their own to go with the answers they have found.

Recommended Vocabulary:

charts	graphs	diagrams	time lines	animations
interactive elements	visually	orally	quantitatively	illustration
captions				

	Fourth Grade CCGPS
	Reading Informational (RI)
	ELACC4RI8: Explain how an author uses reasons and evidence to support particular points in a text.

Skills/Concepts for Students:

- Think about your own considered opinion about whether or not an author has made a strong point or argument as you read by asking yourself “why”; think about whether a reasonable person would believe this information and why or why not
- Organize your notes so that you can see the arguments and points along with the relevant evidence; this will help you when you are writing about it later
- Notice that the standard asks you to explain “how” the reasons support a point; it does not ask to you name the pieces of evidence, but to explain how that evidence works

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI8 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Engage students in opportunities to use various texts to see how the author uses evidence to support particular points
- Model how to use notes to as to explain reasons and evidence the author gives to support a particular point

Sample Task for Integration:

The standard does not ask students to identify evidence, but to explain how the evidence works to support a point. To that end, provide students with a short and very clear informational text that makes strong points with easy-to-find evidence (you may want to construct your own). Students will begin by making a chart that shows the main points and the evidence that supports each point. In a third column, have students write 2 or 3 sentences that describe exactly how that evidence works. For example:

Point: electric cars are not inconvenient

Evidence: there are now 50 charging stations on average in every major American city

How does it work: it proves that you won't be inconvenienced by not being able to charge your car (or does it? Students may disagree. Fifty is not really very many, and what about people who don't live in “major” cities?)

Recommended Vocabulary:

Reasons Evidence Argument Claim Support

	Fourth Grade CCGPS
	Reading Informational (RI)
	ELACC4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Skills/Concepts for Students:

- Read a wide variety of texts to build background knowledge
- Research topics that appeal to you independently; it’s neat to be an expert!
- Make it a habit to check multiple sources before arriving at a conclusion on a subject
- Do not rely only on the internet for your information

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above)
- Integrate short and extended research opportunities into your thematic units that require students to integrate information from multiple sources
- Provide writing opportunities that require students to integrate information from multiple sources
- Discuss the verbiage of the standard with your students; explore the meaning of true “integration” of information

Sample Task for Integration:

Choose a topic under consideration in the 4th grade social studies curriculum. Have students compare texts on the subject that express differing points of view. Try to include a broad variety of view points, including gender, social class, country of origin, etc. Advise students to compare historical and modern texts for perspective as well. Students should write a response that includes not only the facts as seen through different eyes, but also the reasons why the student believes those facts were perceived differently by different parties or purposefully misconstrued.

Recommended Vocabulary:

Integrate	Multiple	Text	Genre	Topic
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	Fourth Grade CCGPS
	Reading Informational (RI)
	ELACC4RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts
- Take notes as you read
- Choose works from multiple genres, cultures, and historical periods
- Consider keeping a notebook of texts read with notes

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI10 (see above)
- Provide students opportunities to engage in reading complex text (see Appendix B for examples)
- Require reading through various settings: groups, pairs, in class, home reading, digital media, etc.
- Provide opportunities for students to show they are comprehending text by writing, responding orally, and using technology to convey what they have read
- Provide students opportunities to share their independent reading

Sample Task for Integration:

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this may include history, social studies, and technical text) Encourage students to keep a notebook that includes notes and personal commentary on each text read over the course of the year. Students will visit the media center and select appropriate books for reading. After the reading has taken place, students will write about what they have read and share with the class. The students' writings must include direct quotes from the text to support an opinion they have about the text. An extension of this could include students using technology to produce reviews of the books they have read and present the reviews to the class.

Recommended Vocabulary:

Independently proficiently fluently complexity

	Fourth Grade CCGPS
	Reading Foundational (RF)
	ELACC4RF1: ELACC4RF2: Kindergarten and First grade only ELACC4RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

Skills/Concepts for Students:

- Apply knowledge of letter-sound correspondences, syllabication patterns, and morphology
- Use a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning
- Recognize roots and affixes
- Identify the meaning of common root words to determine the meaning of unfamiliar words

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Teach strategies for identifying multi-syllabic words (e.g., chunk words, break down words into smaller units, look for syllables, affixes, or phonograms)
- Engage students in fluency building and making word activities
- Engage students in using spelling logs or journals
- Provide word rings or spelling rings with multi-syllabic words for independent and filler time practice (line for dismissal and lunch line)
- Provide opportunities for students to practice using syllabication (reading words, spelling words, writing words)
- Include practice in reading texts that are written for students to use their knowledge of decoding words
- Include in the classroom interactive word walls
- Include activities for word games (e.g., scrabble)
- Include activities such as “Root of the Day” – display a root and students must tell as much information about the root as possible

Sample Task for Integration:

The teacher will provide students opportunities to apply their knowledge of letter-sound correspondences, syllabication patterns, morphology, and multi-syllabic words when reading various texts. Students will participate in keeping a word journal. Students will use their word journals to write paragraphs and read these to the class.

Recommended Vocabulary:

affixes multisyllabic words morphology roots

	Fourth Grade CCGPS
	Reading Foundational (RF)
	ELACC4RF4: Read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Skills/Concepts for Students:

- Read on level text with purpose and understanding
- Read familiar text with expression
- Use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies)
- Read with rhythm, flow, and meter to sound like everyday speech (prosody)
- Use context clues when reading to aid with self-correcting and word recognition and understanding

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF4 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Engage students in opportunities to express understanding about what they have read (graphic organizers, etc)
- Model fluent reading for students
- Provide opportunities for students to read independently
- Provide students opportunities to engage in on-level text with purpose and understanding
- Use multiple set of text for repeated reading practice
- Engage students in various fluency building activities (e.g., repeated reading, paired reading, plays, reader’s theatre, and choral reading)
- Keep reading fluency logs to graph rate and errors
- Keep running records of student reading fluency

Sample Task for Integration:

The students will select a short text that is grade and text level appropriate. The student will read the text independently and then read the text to a partner. After the reading, the student will write a new text in the form of a puppet show. The student will work with several other students to perform the puppet show for a kindergarten class.

Recommended Vocabulary:

fluency	purpose	understanding	pitch	accuracy
appropriate rate	context clue			



Fourth Grade CCGPS

Writing (W)

ELACC4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- 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.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

Skills/Concepts for Students:

- Select a focus, an organizational structure, and a point of view for your essay
- Use an organizing structure appropriate to a specific purpose, audience, and context
- Engage the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest
- Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question)
- Use appropriate structures to ensure coherence (e.g., transition elements)
- State a clear position and supports the position with relevant evidence
- Distinguish fact from opinion
- Provide a sense of closure to the writing

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Read aloud and provide for independent reading with books addressing an opinion of an author
- Share great student examples and real world examples
- Identify and model key vocabulary to students that will help with using words, phrases and clauses to link opinion and reasons
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of opinions in video and digital formats

Sample Task for Integration:

The teacher will provide students a list of four possible fieldtrip destinations, recognizing that the fieldtrips connect to current curriculum being studied in science or social studies. The teacher explains that the principal needs to know why he should approve one of the fieldtrips. Students will work independently to explain their opinion of why the grade level needs to take one of the fieldtrips. They will use evidence from short text in the unit that are tied to the science or social studies curriculum or they will conduct independent research into texts that they can cite in their arguments. Once students have worked independently, they will collaborate with others who share their same opinion. The groups will work together to ensure they have a clear opinion established and reasons to support their opinion. The groups will work together to write a letter to the principal trying to persuade him to approve the fieldtrips.

Recommended Vocabulary:

topic	text	opinion	organizational structure	evidence
writer’s purpose	Support	fact	details	concluding statement

	Fourth Grade CCGPS
	Writing (W)
	<p>ELACC4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>

Skills/Concepts for Students:

- Select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements
- Include researched information in different types of presentations (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.)
- Include appropriate facts and details and exclude extraneous details and inappropriate information.
- Draw from more than one source of information such as speakers, books, newspapers, and online materials
- Use appropriate structures to ensure coherence (e.g., transition elements)
- Lift the level of language using appropriate strategies including word choice with grade appropriate language and domain specific vocabulary to explain the topic
- Provide a clear introduction and thesis as well as a sense of closure to the writing
- Acknowledge information from sources

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Require all steps of the writing process when appropriate
- Model and guide students to an understanding of transitions
- Provide students opportunities to use various forms of technology to aid in writing
- Model for students how to correctly acknowledge information obtained from sources and how to choose appropriate sources
- Provide explicit instruction in determining what qualifies as strong evidence for a claim as opposed to weak, irrelevant, or trivial support

Sample Task for Integration:

Allow students to respond to one of the informational writing prompts in their unit by producing a response in a small group and in a multimedia format. The prompt may be any informative/explanatory prompt that requires evidence from texts under consideration by the class. Students will incorporate illustrations and multimedia components, link sections of the presentation together effectively, use appropriate vocabulary, share responsibility and planning equitably, and provide a strong sense of closure.

Recommended Vocabulary:

Informative	Expository	Explanatory	Topic	Relevant
Connotation	Graphics	Denotation	Extraneous	Transition

	Fourth Grade CCGPS
	Writing (W)
	<p>ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

Skills/Concepts for Students:

- Use all the steps of the writing process
- Engage the reader by establishing a context, creating a point of view, and otherwise developing reader interest
- Establish a plot, setting, and conflict, and/or the significance of events
- Include sensory details and concrete language to develop plot and character
- Use appropriate structures to ensure coherence (e.g., transition elements)
- Develop complex characters through actions describing the motivation of characters and character conversation
- Use a range of appropriate narrative strategies such as dialogue, tension, or suspense

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Require all steps of the writing process when possible
- Model using various narrative techniques to include dialogue, description, and pacing
- Use www.corestandards.org Appendix B for students to see examples of writing using transition words, phrases, and clauses along with concrete words, phrases, and sensory details
- Include poetry writing as part of narrative writing
- Guide students in creating a list of transition words, phrases, and clauses for their writing journal to use with future writing
- Encourage students to use the style and voice of their favorite writers on occasion to aid in developing their abilities

Sample Task for Integration:

Using a literary text under consideration by the class, ask students to write a “prologue” that tells what was happening before the time when the rising action of the story begins. Students may choose a time years before, days before, or even minutes before the story commences. Select a focus for the narrative work (for example ask students to demonstrate their ability to create effective characterization, or clearly sequenced events, or dialogue).

Recommended Vocabulary:

orient	narrator	character	event sequence	characters
narrative techniques	dialogue	transition words	descriptive details	concrete words
concrete phrases	sensory details	conclusion		

	Fourth Grade CCGPS
	Writing (W)
	ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

Skills/Concepts for Students:

- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader
- Maintain a focus on audience and purpose throughout
- Avoid plagiarism
- Use traditional structures for conveying information
- Use appropriate vocabulary

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Provide explicit instruction on determining audience and purpose (and how to effectively read a prompt)
- Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

Sample Task for Integration:

To ensure that students write routinely for a variety of purposes, including multiple steps within the writing process, an on-going class writing structure is beneficial. Such an ongoing structure could include a blog, wiki, student newspaper, movie review site, etc. Students should be able to complete many steps in planning and executing independently.

Recommended Vocabulary:

Audience	Purpose	Structure	Development	Task
Coherent	Organization			

	Fourth Grade CCGPS
	Writing (W)
	ELACC4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Skills/Concepts for Students:

With Guidance and Support:

- Plan what you are going to write ahead of time, making notes or using a graphic organizer
- Write your paper more than once, using the first try as a starting point to make revisions
- Revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text
- Edit to correct errors in spelling, punctuation, etc

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)
- Demonstrate different ways to plan and draft writing including using various graphic organizers, and writing planning sheets
- Provide students with sample papers to revise and edit
- Use multiple strategies to help students revise their writing, including conferences, peer editing, using technology software to help edit the work

Sample Task for Integration:

Prepare a simple essay with clear errors planted in it that will be fairly easy for the students to identify. These errors should include items placed out of logical order, misspelled words, grammatical errors, claims without evidence, etc. Tell students how many errors they are expected to find and allow them to compete in a timed environment to find them all. After the students have found most or all of the errors, have them rewrite the short piece to fix the errors they found and also to add any elements of their own that they can to make it a better essay (you may suggest such things as combining sentences for fluency, adding more adverbs or adjectives, adding more support or evidence, etc.)

Recommended Vocabulary:

Planning	Draft	Revision	Editing	Grammar
Conventions	Organization	Evidence	Transition	Adverb
Adjective	Descriptions			

	Fourth Grade CCGPS
	Writing (W)
	ELACC4W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Skills/Concepts for Students:

With Some Guidance and Support:

- Locate information in reference texts by using organizational features (i.e., prefaces, appendices, indices, glossaries, and tables of contents)
- Use various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words)
- Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive)
- Use technology to interact and collaborate with others (e.g., email with other classes, age appropriate blogs, Skype, fax, chat)
- Type a minimum of one page in a single setting
- Acknowledge information from sources

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)
- Provide guidance on navigating source materials on the internet; partner with your media center
- Demonstrate how to use technology to communicate and interact with others about writing (e.g., chat, email, faxing, using appropriate blogs, and Skype if available), as well as how to use technology to produce writing
- Model for students how to correctly acknowledge information obtained from sources

Sample Task for Integration:

Students will use various print and digital features to determine the impact of the steamboat on life in America. Students will collaborate with other fourth grade students in the building or in their classroom by using email to discuss what they have learned about the impact of the steamboat on life in America. After all the information has been collected, students will work independently to type a minimum of one page about the information gained about the steamboat and life in America. Students will share their writing with another classmate. This task will take several days.

Recommended Vocabulary:

Internet

Collaborate

Keyboarding skills

Internet

Navigate

	Fourth Grade CCGPS
	Writing (W)
	ELACC4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Skills/Concepts for Students:

- Learn about software for gathering and sharing information
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Give credit for works you use in your essays and avoid plagiarism
- Learn to differentiate between a reliable Internet site and an unreliable one
- Learn to navigate the web and the media center effectively, narrowing your searches appropriately
- Conduct independent research on topics of interest to you

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide various resources for students to use to conduct research
- Provide students with graphic organizers or other organizational aids (print or electronic) for organizing their research
- Model for students how to correctly acknowledge information obtained from sources

Sample Task for Integration:

Provide students a topic that is connected to the theme of your current unit. Give each student a supply of index cards (and choose a topic on which information is available. The goal of this activity (which should be repeated at intervals) is simply to have students gather meaningful and useful information efficiently. Give each student a different topic (or at least provide several topics to the class) to avoid “sharing” and too few resources for too many students. Require that the chosen resources come from at least 2 different mediums and formats. Students may save the card sets for future research if desired.

Recommended Vocabulary:

research	prefaces	appendices	indices	glossaries
table of contents	almanac	atlas	magazines	newspapers

	Fourth Grade CCGPS
	Writing (W)
	ELACC4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Skills/Concepts for Students:

- Use organizational features of printed and electronic text (e.g., citations, end notes, bibliographic references, appendices, bulletin boards, data bases, keyword searches, e-mail addresses) to locate relevant information
- Support your claims and inferences through references to the text
- Include researched information in different types of presentations (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.)
- Summarize and paraphrase information
- Acknowledge information from sources and cite references

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)
- Demonstrate how to use organizational features of printed and electronic texts to aid in creating writing
- Provide students with various print and digital resources to aid in the research
- Provide explicit instruction on summarizing and paraphrasing
- Model for students how to correctly acknowledge information obtained from sources

Sample Task for Integration:

Students will use the knowledge they have gained from their study of weather and climate in grade 4 to write about the storm that impacted their home town. Students will gather information from digital sources (e.g., the local news, weather stations etc.) as well as using their own experience. Students will take notes and categorize the information. Students will use the notes to help write about the storm. The students will include a list of sources they have used in their writing.

Recommended Vocabulary:

Relevant	note taking	Source	Print source	Digital source
Appendices	Bibliography	Categorize		

	Fourth Grade CCGPS
	Writing (W)
	<p>ELACC4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>

Skills/Concepts for Students:

- Make judgments about the texts you read that show that you have reflected on the material and evaluated it for quality, reliability, etc.
- Support your judgments about texts by thinking about your background knowledge, other books, expert opinions, etc. (in other words, your opinion should be supported by evidence)
- Create an organizing structure appropriate to a specific purpose, audience, and context
- Exclude extraneous details and inappropriate information
- Use a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W9 (see above)
- Engage students in opportunities to compare and contrast different characters, settings, or events in literature
- Follow suggested curriculum guidelines for the production of argumentative and informational essays
- Encourage students to focus on *how* an author uses a strategy or literary element, or *why* he or she chooses one approach over another
- Require all claims, even trivial or seemingly self-evident claims, made about a text to be supported by cited evidence

Sample Task for Integration:

After finishing an extended text in class (either literary or informational), have students research what other readers have said about that text by reading professional editorial reviews and informal reader reviews on a site such as Amazon.com. Have students use quotes from these pieces to support or refute their own opinions in a short analysis of the text.

Recommended Vocabulary:

literary text	Informational text	describe in depth	character	setting
event	drama	reasons	evidence	

	Fourth Grade CCGPS
	Writing (W)
	ELACC4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Skills/Concepts for Students:

- Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements
- Maintain a routine writing practice, both within the classroom and independently
- Read and study writers whose styles you enjoy and admire
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time
- Write texts of a length appropriate to address the topic or tell the story
- Maintain a portfolio of your written work, not only for reflection but as a resource for ideas, work samples, etc.

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W10 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide frequent writing opportunities
- Provide extensive and specific feedback on as much student writing as possible
- Require students to maintain a record of their writing throughout the year in the form of a portfolio
- Model how to incorporate research, reflections, and revision into the writing process
- Vary the requirements for tasks to include computer generated and hand-written pieces, long and short pieces, and research pieces in various subject areas

Sample Task for Integration:

See sample tasks provided for ELACC4W1 through ELACC4W9 for suggestions on implementation of routine, research, and the exploration of writing in grade 4.

Recommended Vocabulary:

Word choice	Denotation	Style	Voice	Figurative language
Conventions	Connotation	Organization	Structure	Topic
Introduction	Fluency	Imagery	Sensory detail	Fact
Opinion	Evidence	Detail	Extraneous	

	Fourth Grade CCGPS CCGPS
	Speaking and Listening (SL)
	<p>ELACC4SL1: 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</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

Skills/Concepts for Students:

- Participate in student-to-teacher, student-to-student, and group verbal interactions
- Give reasons in support of opinions expressed
- Research topic to be discussed and give reasons in support of opinions expressed
- Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions
- Ask relevant questions
- Respond to questions with appropriate information
- Respond appropriately to comments and questions

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1 (see above)
- Model having a discussion and being respectful to others
- Invite visitors and other classes to participate in collaborative discussions
- Occasionally require preparation for collaborative discussion
- Allow students to create their own set of rituals and routines for discussion

Sample Task for Integration:

Arrange a day for a celebration or conference on a topic of student interest (Earth Day, the premier of a popular children’s movie, a holiday). Students will be assigned elements on the topic on which to be prepared to share. Conduct a collaborative discussion modeled on the idea of an academic conference on the subject, with students sitting round-table or panel style and sharing information. The session could be recorded, or a class recorder(s) could take notes. You might arrange to have decorations or refreshments on the theme.

Recommended Vocabulary:

Brainstorm	Discussion	Presentation	Relevant I	Observation
Collaborate	Express	Explicit	Implicit	

	Fourth Grade CCGPS
	Speaking and Listening (SL)
	ELACC4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Skills/Concepts for Students:

- Consistently review and maintain the grammatical knowledge that you have been acquiring throughout your time in school
- Confirm understanding by paraphrasing
- Listen to audio versions of the text occasionally; these can be entertaining, can help you model prosody in your own reading voice, and can help expose you to more texts than you might be able to read ordinarily
- Understand the difference between summary and paraphrase
- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 (see above)
- Teach summarizing strategies
- Provide students with opportunities to use diverse media
- Encourage students to think critically about media (for example how kids are portrayed, or stereotypes they notice)

Sample Task for Integration:

Split the class into 3 or 4 teams. You will assign all students a common research topic (tied to texts under consideration by the class), but each team will only be allowed to conduct research in one medium (one team will use only websites, another will use only televised news or documentaries, another only print sources, etc.) Have each team create a PowerPoint or Prezi presenting their findings. Have students take careful notes on each presentation, noting the differences in information gathered from the different sources. After the presentations engage students in a collaborative discussion on the ways in which the information was shaped and filtered by the medium through which it was retrieved. Students may be required to write a brief analysis or response on their findings.

Recommended Vocabulary:

paraphrase diverse media formats visually quantitatively
orally

	Fourth Grade CCGPS
	Speaking and Listening (SL)
	ELACC4SL3: Identify the reasons and evidence a speaker provides to support particular points.

Skills/Concepts for Students:

- Summarize the points a speaker makes without including your own opinion
- Think about a speaker’s own opinions and try to notice when he or she is biased or not basing their content solely on facts
- Acquire knowledge of some of the ways in which speakers will sometimes try to fool us (in commercials for example) by using celebrities or distractions
- Consider the impact of visual elements like lights, make up, clothing, etc.

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL3 (see above)
- Engage the students in using graphic organizers to summarize
- Model summarizing the claims made by the speaker or presenter and then explain how each claim is supported by evidence
- Provide students opportunities to listen to a speaker either in person or electronically

Sample Task for Integration:

Provide students with an opportunity to listen to a famous speech from history (you may provide a dramatic interpretation or a video or audio of someone such as Martin Luther King, Jr, or John F. Kennedy, etc.) and require students to identify the argument(s) and supports through listening only (without a written text). Provide a graphic organizer to scaffold the acquisition of the appropriate facts. Stop the speech at intervals to guide students in recognizing topics, claims and supports. You may additionally require them to write about their perceptions using the graphic organizer a a guide.

Recommended Vocabulary:

Summarize	Claim	Evidence	Support	Clarify
Reasons	Paraphrase	Author’s Purpose	Bias	

	Fourth Grade CCGPS
	Speaking and Listening (SL)
	ELACC4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Skills/Concepts for Students:

- Consistently review and maintain the grammatical knowledge that you have been acquiring throughout your time in school
- Shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members
- Work consistently towards becoming comfortable while presenting to your peers and to adults
- Practice your presentations in front of a friend or a mirror to get feedback on your pacing, eye contact, volume, etc.
- Try recording yourself presenting orally in order to assess your own pacing, volume, and inflection
- Use notes, multimedia, or other memory aids to structure the presentation
- Engage the audience with appropriate verbal cues and eye contact

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations as you are able (such as presenting on the school news show, morning announcements, school assembly, PTO meeting, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Model using graphic organizers to organize ideas
- Use recorded readings, speeches, etc. so students can hear appropriate rate of speaking

Sample Task for Integration:

Put students into teams and have them prepare for an informal debate on a topic associated with the theme of your current unit. Rules and format for a simple classroom debate can be found at http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml . Invite another class to be the audience for your debate and provide them with the rubric (on the site above) to judge the performance of each team in defending their position. You may add rubric items for speaking at an understandable pace, making eye contact, etc.

Recommended Vocabulary:

Pacing	Fluency	Word Choice	Eye Contact	Confidence
Evidence	Logic			

	Fourth Grade CCGPS
	Speaking and Listening (SL)
	ELACC4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Skills/Concepts for Students:

- Use notes, multimedia, or other memory aids to structure the presentation
- Understand the concepts of main ideas and themes
- Learn about and use the latest digital trends for gathering and sharing information
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Notice the graphic components of texts you encounter

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL5 (see above)
- Model for students effective ways to include visual displays within presentations
- Provide students with strategies for identifying main idea and theme
- Provide technology for students to add these components to their presentations

Sample Task for Integration:

Have students take an already-completed essay from their writing portfolios and brainstorm visual or audio components that they could add to enhance the effectiveness of the piece. Students will construct a complementary piece for the essay and present by paraphrasing the essay itself, and focusing their presentation on the added audiovisual component. Engage students in a collaborative discussion about the specific ways in which these enhancements changed or aided their understanding of the material.

Recommended Vocabulary:

audio recordings visual displays Multimedia Theme Main idea

	Fourth Grade CCGPS
	Speaking and Listening (SL)
	ELACC4SL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.)

Skills/Concepts for Students:

- Consistently review and maintain the grammatical knowledge that you have been acquiring throughout your time in school
- Project a sense of individuality and personality in selecting and organizing content and in delivery
- Adapt speech to context and task
- Seek out opportunities to speak in informal situations as well as more formal situations, including leading a class discussion or telling a story to a younger sibling

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Model using different speech in a variety of situations

Sample Task for Integration:

The teacher will show the students a PowerPoint presentation with various event pictures. The students will determine if formal English or informal English would be used at the event. The students will discuss the picture of the event on the PowerPoint before the teacher provides the correct answer. Possible examples for formal English could include the Presidential Inauguration, a wedding, a graduation ceremony, a courtroom, a military ceremony, and a funeral. Possible example for informal English could include playground conversation, a lunchroom, text messages, football practice, telephone conversation, sitting on the school bus, and watching television with a friend.

Recommended Vocabulary:

Standard English Formal English Adapt Context Vary



Fourth Grade CCGPS

Language (L)

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).
- h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.

Skills/Concepts for Students:

- Consistently review and maintain the grammatical knowledge that you have been acquiring throughout your time in school
- Use and identify the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
- Put a special focus on the grammatical skills taught in your grade, using the concepts in your writing as often as you can for practice
- Look for examples of these new concepts in texts you read
- Remember to find opportunities to practice your cursive writing skills

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide explicit instruction in the grammatical concepts that are new to your grade
- Consider diagramming sentences to enforce skills and concepts such as the parts of speech
- Add specific focus elements to rubrics for speaking and writing that include grammatical elements included in your standards for this grade
- Point out examples within texts under consideration of grammatical concepts focused on in your grade's standards
- As necessary, provide focused instruction on concepts that may be new to students
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level

Sample Task for Integration:

Make students aware of the grammatical focus for your grade level as you undertake attentive reading of an extended or short text. Create a chart where students receive points for each instance they are able to identify (when reading in class) of grammatical concept in grade 4. As items are identified they can be discussed within that "teachable moment," and students who spot the items will not only become adept at recognizing the construction, but will may become engaged in the hunt through the competition and possible rewards, such as a homework pass.

Recommended Vocabulary:

Grammar	Conventions	Parts of speech	Sentence diagram	Standard English
Pronoun	Progressive	Auxiliaries	Adjectives	Prepositions
Fragment	Run-on	Cursive	Homophone	

	Fourth Grade CCGPS
	Language (L)
	ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

Skills/Concepts for Students:

- Consistently review and maintain the grammatical knowledge that you have been acquiring throughout your time in school
- Routinely consult reference materials for clarification when in doubt about a spelling
- Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing
- Understand and apply the rules of spelling, capitalization, and comma usage
- In typing and when writing long hand try to be as neat as possible

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2 (see above)
- Consult the CCGPS' "Language Progressive Skills Chart" to plan continued instruction on key aspects of grammar and conventions
- Include explicit and implicit instruction on grade-level concepts such as quotation marks - always in connection to a text under consideration (never in isolation)
- Insist upon legibility in student work
- Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas

Sample Task for Integration:

Have students create a PowerPoint presentation on a selection of their favorite characters or real-life individuals from texts the class has read during the year. One individual should be featured per slide, along with a very brief paragraph (2 or 3 sentences) that incorporates a quote from that character or person. The quote must be properly punctuated, but must also be truly representative of the trait the student claims to admire or find interesting about that character.

Recommended Vocabulary:

punctuation	Coordinating conjunction	simple sentence	compound sentence	complex sentence
capitalization	commas	quotation marks	direct speech	Standard English



Fourth Grade CCGPS

Language (L)

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Skills/Concepts for Students:

- Review and maintain the grammatical knowledge that you have been acquiring throughout your time in school
- Edit writing to improve word choice after checking the precision of the vocabulary
- Use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice
- Notice the way authors use precise words and punctuation for effect

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3 (see above)
- Model how to combine, expand, and reduce sentences for meaning, reader/listener interest, and style
- Proactively seek out examples of grammatical concepts under consideration in texts under consideration by the class
- Be sure to consult the Language Progressive Skills Chart within the CCGPS to identify grammar and mechanical skills to be continued in grade 4

Sample Task for Integration

Provide students with a paragraph that has been purposefully constructed to be vague and lifeless, (for example: Today I ate lunch. It was good. Then I took a nap and later I got up and had to go to the store with my mom. We came home early and played Scrabble. I fed my dog and then I did my homework.) Guide students, perhaps through specific steps (use an activity sheet or organizer if desired) in improving the paragraph using the specific skills addressed in this standard. Students should separate and combine the words to make better sentence combinations. They should add appropriate punctuation and perhaps some quotations or dialogue. Have students had several descriptions and sensory details. Have several students share aloud with the class and led students in a collaborative discussion about how much more clear and enjoyable the pieces are after the revisions.

Recommended Vocabulary:

Conventions

Precise

Punctuation

Formal English

Word choice/diction



Fourth Grade CCGPS

Language (L)

ELACC4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Skills/Concepts for Students:

- Review and maintain the grammatical knowledge that you have been acquiring throughout your time in school
- Recognize and use words with multiple meanings and determine which meaning is intended from the context of the sentence
- Determine the meaning of unfamiliar words by using all the strategies you've learned, such as context and roots
- Use both print and digital reference materials
- Acquire new vocabulary not only in school texts, but from your environment, from others, and from independently read or viewed texts

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above)
- Review semantic clues (e.g., definitions, examples, or restatements in text)
- Review syntactic clues (e.g., function of the word in a sentence or the position of the word in the sentence)
- Provide opportunities for students to engage in using both print and digital reference materials
- Routinely list and explore new words introduced through class texts
- Point out roots and patterns in unfamiliar words
- Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices

Sample Task for Integration:

Have students keep a log book of all unfamiliar words encountered, both within texts and in academic and technical contexts. Terms gleaned from texts should be logged with text reference of text, author, title, and page. Encourage students to maintain this book beyond the school year, logging words they particularly like or are intrigued by. Incentives for well-kept logs could include their allowance as reference when testing or writing, or during a spelling bee.

Recommended Vocabulary:

Definition	Context	Thesaurus	Dictionary	Noun
Verb	Adverb	Adjective	Interjection	Conjunction
Pronoun	Article	Word Pattern	Pronunciation	

	Fourth Grade CCGPS
	Language (L)
	<p>ELACC4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

Skills/Concepts for Students:

- Notice the effect of figurative language in the texts you read; how does it make it better or more interesting
- Understand the impact on text of sensory detail words and images
- Notice relationships between and among words, such as synonyms, antonyms, homophones
- Understand the definition of “idiom,” “adage,” and “proverb” (these are mostly what we think of as “sayings”)
- Consider the connotations of various words when determining the author’s purpose in using certain words

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)
- Guide students in identifying various types of figurative language; provide contextual examples
- Choose texts rich in figurative and connotative language
- Provide opportunities for students to brainstorm out loud about the connotations of words to ensure that they are applying this concept correctly
- Provide explicit instruction including plenty of examples of idioms, adages, and proverbs
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary as well as newer vocabulary

Sample Task for Integration:

Provide students with a selection of short proverbs. Have the students paraphrase these and try to distill the message. After paraphrase, have students attempt to match with an existing idiom or adage, or create an idiom or adage to match. For example:

Idiom	Paraphrase	Adage
A chain is only as strong as its weakest link	one weak person can ruin the project	one bad apple can spoil the bunch

Recommended Vocabulary for Teaching and Learning:

Figurative	Literal	Connotation	Denotation	Metaphor
Simile	Proverb	Adage	Idiom	Homophone
Synonym	Antonym			

	Fourth Grade CCGPS
	Language (L)
	ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Skills/Concepts for Students:

- Proactively try to learn as many new words as you can when you are reading; try keeping a journal of the ones you like
- Try using new words in your conversations and in your writing
- Exhibit knowledge of the foundations of grammar
- Read a variety of texts and incorporate new words and phrases into oral and written language

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)
- Expose students to a wide variety of words, both formal and informal, incorporating some kind of explicit vocabulary instruction into lessons whenever possible
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer to the CCGPS “Language Progressive Skills Chart” which delineates the course of instruction for common grammar and conventions principles

Sample Task for Integration:

Have students keep a record of new words or words they particularly like. Words that are collected by the class can be used for extra credit when students creatively include them into existing assignments. Use the words yourself in conversation and in assignments.

Recommended Vocabulary for Teaching and Learning:

Context	Vocabulary	Prefix	Suffix	Root
Academic	Domain-specific			

Overview

The following pages contain a comparison of items from the CCGPS and the GPS. This section is not meant to serve as the definitive guide to each of the CCGPS standards; that is provided in the previous section, entitled “Guidance,” along with skills, concepts, tasks, and strategies. In this section you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise significantly altered. Where it is necessary, you will find instructional guidance to ensure that all the standards are thoroughly covered throughout the transition period for all students, including students who fall into grades between levels of a transitioning standard. For all grades, the concept of a “Domain” of skills has been replaced by the term “Strand.”

GPS Domain	CCGPS Strand
Reading Reading Across the Curriculum	Reading Literature Informational Foundational (Grades K-5)
Writing	Writing
Listening, Speaking, and Viewing	Speaking and Listening
Conventions (Grades 3-12)	Language

On the following pages, skills that have an identical or extremely well-aligned match in scope and focus are highlighted in red between the two sets of standards. In all cases the GPS will appear in the left column and the CCGPS will appear on the right. For clarity, corresponding standards may appear more than once (if they correspond to more than one standard in the complementary set) or they may (rarely) appear out of order for ease of reference. Additional information explaining correspondences or a lack of correspondence is highlighted in blue. The icons  and  appear in the text to alert the user to standards that are new to CCGPS, or will not reappear in their original GPS form in the new standards.

In all cases both sets of standards are primarily sorted by Strand/Domain and may be identified in their original order by referencing the coding of the standard (ELACCKR1 or ELACCKRF1 for example). For the GPS, standards are coded with ELA, followed by the Grade, then the Domain (R for reading for example) then the number of the standard in order within the Domain. CCGPS similarly begins with ELA, followed by “CC” for Common Core, then the Strand (RF for Reading, Foundational for example) then the number of the standard in order within the Strand.

GPS	TRANSITIONAL GUIDANCE	CCGPS
<p><u>READING</u></p> <p>ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p> <p>a. Relates theme in works of fiction to personal experience.</p> <p>b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.</p> <p>ⓧ c. Identifies the speaker of a poem or story.</p> <p>d. Identifies sensory details and figurative language.</p> <p>e. Identifies and shows the relevance of foreshadowing clues.</p> <p>f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p>ⓧ g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.</p> <p>h. Identifies themes and lessons in folktales, tall tales, and fables.</p> <p>i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.</p>	<p>CCGPS includes two distinct sets of standards for literary text and informational text. Each set is comprised of 10 standards, even though standard 8 in the literary strand is not applicable to literary text. Essentially this gives 4th graders 9 literary reading standards and 10 informational reading standards. New to 4th grade is the addition of reading foundational standards.</p> <p>ⓧ ELA4R1c. Identifies the speaker of a poem or story. This now appears for the first time in 1st grade CCGPS. Guidance recommends that this standard in 1st grade continue to be a focus in 2nd, 3rd, and 4th during year one implementation. 4th grade still must address who is speaking in a poem or story, but the rigor is deeper as students learn about first and third person narration.</p> <p>ELA4R1d. Identifies sensory details and figurative language. This element in GPS aligns well within the language strand of CCGPS 4th grade.</p>	<p><u>READING LITERARY</u></p> <p>ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>ELACC4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>ELACC4RL4: 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).</p> <p>ELACC4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>ELACC4RL7: 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.</p> <p>ELACC4RL8: (Not applicable to literature)</p>

	<p>ELA4R1e. Identifies and shows the relevance of foreshadowing clues. While the language of foreshadowing does not appear in CCGPS, it is an important skill that is necessary in prediction.</p> <p> ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. GPS first mentions text summarization in 3rd grade. Following the intent of this 3rd grade GPS element, it is imperative that students continue to summarize text throughout 4th grade.</p> <p> ELACC4RL4: 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). This is new for 4th grade. The first mention of mythology in GPS was not until 6th grade.</p>	<p>ELACC4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
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ELACC4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., **verse**, rhythm, **meter**) and drama (e.g., casts of characters, settings, descriptions, dialogue, **stage directions**) when writing or speaking about a text. Guidance recommends the additional instruction necessary for 4th graders to further explore elements of poetry and drama. (See words in red only.)



ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. This is new for 4th grade. GPS did not include first and third person narration until 6th grade. It will be necessary to teach this as well in 5th grade and 6th grade during year one implementation.



ELACC4RL9: Compare and contrast the treatment of

similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

4th grade GPS put a focus on folktales, tall tales, and fables. This may still be included; however, further study needs to be added to include myths. Guidance suggests teaching this standard in grades 5 and 6 as well during year one implementation.



ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Guidance for standard 10 involves the overarching idea of text complexity. It is crucial for students to show mastery of CCGPS standards using appropriate and complex grade level text. The 4th-5th grade stretch Lexile band for Common Core is 770-980. The old stretch band was 645-845. It is in 4th grade when CCGPS

	<p>begins the biggest shift between the old Lexile stretch bands and the new bands. Note that scaffolding is recommended and allowed at the high end of the range. A ball park range for 4th grade CCGPS would be starting out the year at 770 and ending the year at the high end of 875.</p>	
<p><u>INFORMATIONAL READING</u></p> <p>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p> <ol style="list-style-type: none"> Locates facts that answer the reader’s questions. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary). Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations). Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect). Distinguishes cause from effect in context. Summarizes main ideas and supporting details. Makes perceptive and well-developed connections. Distinguishes fact from opinion or fiction. 	<p>ELACC4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCGPS uses the skill of drawing inferences in literary text in 4th grade but does not expressly connect inference to informational text. It is suggested that this skill be mastered with both kinds of text.</p> <p> ELACC4RI3: 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.</p> <p>Standards for reading disciplinary texts are</p>	<p><u>READING INFORMATIONAL</u></p> <p>ELACC4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELACC4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>ELACC4RI3: 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.</p> <p>ELACC4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>ELACC4RI5: 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.</p> <p>ELACC4RI6: Compare and contrast a firsthand and</p>

	<p>embedded in the informational standards of CCGPS for grades K-5. It is recommended that half of all reading in 4th grade come from informational, subject area texts and articles.</p> <p> ELACC4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>Domain-specific, academic text will be found in the science and social studies books in 4th grade as well as technical manuals for various activities (how to program a DVR, how to play a video game, how to install a computer, how to use the remote control for the TV; etc.)</p> <p> ELACC4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>This is specific to social studies events and topics.</p>	<p>secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>ELACC4RI7: 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.</p> <p>ELACC4RI8: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>ELACC4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELACC4RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
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	<p> ELACC4RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>While there is concern for appropriate, complex grade-level literary text, research has shown that the reading levels of most disciplinary (informational) texts have remained steady over the past 50 years. Therefore, the 4th grade science and social studies texts should be sufficient for this reading standard. It is imperative that students be mandated to read this text on a daily basis. Guidance suggests that there be an equal division among literary and informational text in 4th grade.</p>	
<p> ELA4R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and</p>	<p>CCGPS does not reference the million word/25 book standard. Instead, CCGPS focuses on reading grade level text of appropriate text complexity.</p>	

<p>from at least five different writers.</p>		
<p><u>VOCABULARY</u></p> <p>ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</p> <p>a. Reads a variety of texts and incorporates new words into oral and written language.</p> <p>b. Determines the meaning of unknown words using their context.</p> <p>c. Identifies the meaning of common root words to determine the meaning of unfamiliar words.</p> <p>d. Determines meanings of words and alternate word choices using a dictionary or thesaurus.</p> <p>e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).</p> <p>f. Identifies the meaning of common idioms and figurative phrases.</p> <p>g. Identifies playful uses of language (e.g., puns, jokes, palindromes).</p> <p>h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.</p> <p>i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.</p>	<p>CCGPS has placed the vocabulary standards within the language strand. Note that the guidance will be referencing the “L” strand for Language.</p> <p>ELA4R3c. Identifies the meaning of common root words to determine the meaning of unfamiliar words. This is now in 2nd Grade CCGPS. Guidance recommends that it be taught in 3rd and 4th grade during implementation year one.</p> <p>ELA4R3e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-). This is now in 1st Grade CCGPS. Guidance recommends that it be taught in 2nd, 3rd, and 4th grade during implementation year one.</p> <p>ELA4R3f. Identifies the meaning of common idioms and figurative phrases. This GPS element includes the language of figurative phrases. It will align with ELACC4L5a.</p> <p>ELACC4L5b. Recognize</p>	<p>ELACC4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>ELACC4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and words and phrases basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

	<p>and explain the meaning of common idioms, adages, and proverbs.</p> <p>Guidance for this CCGPS element is to refer to GPS 4R3f as well. Also note that adages and proverbs are new.</p> <p>ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and words and phrases basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>This general integrated vocabulary standard also includes the additional focus on domain-specific vocabulary study within disciplinary text (science, social studies, history, and technical subjects).</p>	
<p>ELA4R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.</p> <p>The student</p> <p>a. Uses letter-sound knowledge to decode written</p>	<p>CCGPS includes foundational reading standards beyond what GPS included. For this reason, these reading foundational standards are considered</p>	<p>ELACC4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>

<p>English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.</p> <p>b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).</p> <p>c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).</p>	<p>new material. Overall, the standard within GPS focused on fluency. CCGPS goes beyond fluency in the language of the standards in RF to include direct support of knowing grade level phonics as well as using word analysis skills in decoding.</p> <p> ELACC4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>	<p>ELACC4RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p><u>WRITING</u></p> <p>ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student</p> <p>a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</p> <p>b. Writes texts of a length appropriate to address the topic or tell the story.</p> <p>c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and</p>	<p>Both sets of standards for writing are very similar although the arrangement of the standards is different under Common Core. First of all, CCGPS outlines 10 specific writing standards with appropriate elements. The first three writing standards focus on three genres of writing: opinion, informative/ explanatory, and narrative. Even though there is not a standard which is specifically aligned to the</p>	<p><u>WRITING</u></p> <p>ELACC4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>

<p>answering a question). d. Uses appropriate structures to ensure coherence (e.g., transition elements).</p> <p>ELA4W2 The student demonstrates competence in a variety of genres. The student produces a narrative that: a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest. b. Establishes a plot, setting, and conflict, and/or the significance of events. c. Creates an organizing structure. d. Includes sensory details and concrete language to develop plot and character. e. Excludes extraneous details and inconsistencies. f. Develops complex characters through actions describing the motivation of characters and character conversation. g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense. h. Provides a sense of closure to the writing.</p> <p>The student produces informational writing (e.g., report, procedures, correspondence) that: a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest. b. Frames a central question about an issue or situation. c. Creates an organizing structure appropriate to a specific purpose, audience, and context. d. Includes appropriate facts and details. e. Excludes extraneous details and inappropriate information. f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote. g. Draws from more than one source of information such as speakers, books, newspapers, and online</p>	<p>response to literature genre, it is important to note that all standards involve a response in writing to what students are reading. The best guidance for continuing a response to literature may be found in standard 4W9a of CCGPS.</p> <p>Guidance suggests that elements from GPS be included when to ensure further understanding of the CCGPS writing standards.</p> <p>The W1 standard in GPS is encompassed by most of the elements within the first three standards. There is also a correlation with ELA4W1c as it relates to CCGPS 4W7, 4W8, and 4W9b.</p> <p>GPS 4W2 for the genre of informational writing will also support the research standard within CCGPS, 4W7.</p> <p>Final guidance regarding CCGPS is noting that standard 4W10 is included in all writing.</p>	<p>ELACC4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>ELACC4W7: Conduct short research projects</p>
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<p>materials. h. Provides a sense of closure to the writing.</p> <p>The student produces a response to literature that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest. b. Advances a judgment that is interpretive, evaluative, or reflective. c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge. d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection). e. Excludes extraneous details and inappropriate information. f. Provides a sense of closure to the writing.</p> <p>The student produces a persuasive essay that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest. b. States a clear position. c. Supports a position with relevant evidence. d. Excludes extraneous details and inappropriate information. e. Creates an organizing structure appropriate to a specific purpose, audience, and context. f. Provides a sense of closure to the writing.</p>		<p>that build knowledge through investigation of different aspects of a topic.</p> <p>ELACC4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>ELACC4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>ELACC4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>ELA4W3 The student uses research and technology to support writing. The student</p> <p>a. Acknowledges information from sources. b. Locates information in reference texts by using organizational features (i.e., prefaces, appendices, indices, glossaries, and tables of contents). c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information,</p>		<p>ELACC4W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>

<p>almanac, atlas, magazines, newspapers, and key words).</p> <p>d. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).</p>		
<p>ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student</p> <p>a. Plans and drafts independently and resourcefully.</p> <p>b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p> <p>c. Edits to correct errors in spelling, punctuation, etc.</p>		<p>ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>ELACC4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>
<p>ELA4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</p> <p> a. Recognizes the subject-predicate relationship in sentences.</p> <p>b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).</p> <p>c. Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).</p> <p>d. Uses and identifies words or word parts from other languages that have been adopted into the English language.</p> <p>e. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.</p> <p>f. Uses knowledge of letter sounds, word parts, word</p>	<p>CCGPS Language has the most shifts in content as compared to GPS Conventions. Two elements within the GPS section on the left are marked with an “x.” The language of subject-predicate is not in CCGPS, but it is still important to a student’s understanding of sentence structure. Rely on the language but don’t focus a lot of time on this skill. Likewise, element f specifically references correct spelling. This is expected within the writing standards and focused on in reading as well.</p> <p> ELACC4L1a. Use</p>	<p>ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p>h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.</p> <p>ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

segmentation, and syllabication to monitor and correct spelling.
g. Spells most commonly used homophones correctly (there, they're, their; two, too, to).
h. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound).

relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

Relative pronouns and relative adverbs are new to CCGPS. Even though GPS had references to pronouns, language specific to relative pronouns and relative adverbs is new.



ELACC4L1b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb aspects.

GPS is vague regarding verb forms. The language of progressive verb aspects is new for 4th grade.



ELACC4L1c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

Using can, may, and must correctly is specific guidance for this element.



ELACC4L1e. Form and use prepositional phrases.

GPS first mentions the use of prepositions in 5th grade; however, CCGPS begins in kindergarten with a focus on using prepositions correctly

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.*
- b. Choose punctuation for effect.*
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

	<p>in reading, writing, and speaking. The ability to form and use a prepositional phrase implies an overall understanding of the function of a prepositional phrase in a sentence.</p> <p>ELACC4L2c. Use a comma before a coordinating conjunction in a compound sentence. The correct use of commas begins in kindergarten; however, this is new for 4th grade because GPS never included the language of coordinate adjectives. The skill itself is not new because working with compound sentences begins as early as K-2 CCGPS.</p>	
<p>ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</p> <ul style="list-style-type: none"> a. Initiates new topics in addition to responding to adult-initiated topics. b. Asks relevant questions. c. Responds to questions with appropriate information. d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”). e. Confirms understanding by paraphrasing the adult’s directions or suggestions. f. Displays appropriate turn-taking behaviors. g. Actively solicits another person’s comments or opinions. h. Offers own opinion forcefully without domineering. 	<p>Overall, the standards within CCGPS for Speaking and Listening are strongly similar to GPS. Rely on the new standards completely for this strand. Use any of the elements from GPS as a reference when unclear about direction.</p>	<p>ELACC4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

<p>i. Responds appropriately to comments and questions.</p> <p>j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.</p> <p>k. Gives reasons in support of opinions expressed.</p> <p>l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.</p> <p>ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.</p> <p>When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</p> <p>a. Demonstrates an awareness of the presence of the media in the daily lives of most people.</p> <p>b. Evaluates the role of the media in focusing attention and in forming an opinion.</p> <p>c. Judges the extent to which the media provides a source of entertainment as well as a source of information.</p> <p>When delivering or responding to presentations, the student:</p> <p>a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.</p> <p>b. Uses notes, multimedia, or other memory aids to structure the presentation.</p> <p>c. Engages the audience with appropriate verbal cues and eye contact.</p> <p>d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.</p> <p>e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.</p>		<p>ELACC4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELACC4SL3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>ELACC4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELACC4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>ELACC4SL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.)</p>
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AT-A-GLANCE GUIDE FOR TRANSITIONAL STANDARDS FOR FOURTH GRADE

These standards are new to 4TH grade. Several of them are aligned to GPS standards in other grades and are representative of the increased rigor of the CCGPS. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in 4TH grade.

STANDARDS NEW TO FOURTH GRADE	RATIONALE
ELACC4RL4: 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).	This is new for 4 th grade. The first mention of mythology in GPS was not until 6 th grade.
ELACC4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse , rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Guidance recommends the additional instruction necessary for 4 th graders to further explore elements of poetry and drama. (See words in red only.)
ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	This is new for 4 th grade. GPS did not include first and third person narration until 6 th grade. It will be necessary to teach this as well in 5 th grade and 6 th grade during year one implementation.
ELACC4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	4 th grade GPS put a focus on folktales, tall tales, and fables. This may still be included; however, further study needs to be added to include myths. Guidance suggests teaching this standard in grades 5 and 6 as well during year one implementation.
ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Guidance for standard 10 involves the overarching idea of text complexity. It is crucial for students to show mastery of CCGPS standards using appropriate and complex grade level text. The 4 th -5 th grade stretch Lexile band for Common Core is 770-980. The old stretch band was 645-845. It is in 4 th grade when CCGPS begins the biggest shift between the old Lexile stretch bands and the new bands. Note that scaffolding is recommended and allowed at the high end of the range. A ball park range for 4 th grade CCGPS would be starting out the year at 770 and ending the year at the high end of 875.
ELACC4RI1: Refer to details and examples in a text when explaining	CCGPS uses the skill of drawing inferences in literary text in 4 th grade

what the text says explicitly and when drawing inferences from the text.	but does not expressly connect inference to informational text. It is suggested that this skill be mastered with both kinds of text.
ELACC4RI3: 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	Standards for reading disciplinary texts are embedded in the informational standards of CCGPS for grades K-5. It is recommended that half of all reading in 4 th grade come from informational, subject area texts and articles.
ELACC4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Domain-specific, academic text will be found in the science and social studies books in 4 th grade as well as technical manuals for various activities (how to program a DVR, how to play a video game, how to install a computer, how to use the remote control for the TV; etc.)
ELACC4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	This is specific to social studies events and topics.
ELACC4RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	While there is concern for appropriate, complex grade-level literary text, research has shown that the reading levels of most disciplinary (informational) texts have remained steady over the past 50 years. Therefore, the 4 th grade science and social studies texts should be sufficient for this reading standard. It is imperative that students be mandated to read this text on a daily basis. Guidance suggests that there be an equal division among literary and informational text in 4 th grade.
ELACC4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Guidance for this CCGPS element is to refer to GPS 4R3f as well. Also note that adages and proverbs are new.
ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and words and phrases basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	This general integrated vocabulary standard also includes the additional focus on domain-specific vocabulary study within disciplinary text (science, social studies, history, and technical subjects).
ELACC4RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences,	CCGPS includes foundational reading standards beyond what GPS included. For this reason, these reading foundational standards are considered new material. Overall, the standard within GPS focused on

syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	fluency. CCGPS goes beyond fluency in the language of the standards in RF to include direct support of knowing grade level phonics as well as using word analysis skills in decoding.
ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	Relative pronouns and relative adverbs are new to CCGPS. Even though GPS had references to pronouns, language specific to relative pronouns and relative adverbs is new.
ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects.	GPS is vague regarding verb forms. The language of progressive verb aspects is new for 4 th grade.
ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	Using can, may, and must correctly is specific guidance for this element.
ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use prepositional phrases.	GPS first mentions the use of prepositions in 5 th grade; however, CCGPS begins in kindergarten with a focus on using prepositions correctly in reading, writing, and speaking. The ability to form and use a prepositional phrase implies an overall understanding of the function of a prepositional phrase in a sentence.
ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use a comma before a coordinating conjunction in a compound sentence.	The correct use of commas begins in kindergarten; however, this is new for 4 th grade because GPS never included the language of coordinate adjectives. The skill itself is not new because working with compound sentences begins as early as K-2 CCGPS.

STANDARDS ABSENT FROM FOURTH GRADE	RATIONALE
ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that: c. Identifies the speaker of a poem or story.	This now appears for the first time in 1 st grade CCGPS. Guidance recommends that this standard in 1 st grade continue to be a focus in 2 nd , 3 rd , and 4 th during year one implementation. 4 th grade still must address who is speaking in a poem or story, but the rigor is deeper as students learn about first and third person narration.
ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:	While this standard is not explicit in CCGPS, it is certainly to keep it in 4 th grade as an activity when appropriate.

<p>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.</p>	
<p>ELA4R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</p>	<p>CCGPS does not reference the million word/25 book standard. Instead, CCGPS focuses on reading grade level text of appropriate text complexity.</p>
<p>ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student c. Identifies the meaning of common root words to determine the meaning of unfamiliar words.</p>	<p>This is now in 2nd Grade CCGPS. Guidance recommends that it be taught in 3rd and 4th grade during implementation year one.</p>
<p>ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).</p>	<p>This is now in 1st Grade CCGPS. Guidance recommends that it be taught in 2nd, 3rd, and 4th grade during implementation year one</p>
<p>ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student f. Identifies the meaning of common idioms and figurative phrases</p>	<p>This GPS element includes the language of figurative phrases. It will align with ELACC4L5a.</p>