

# **Grade 4 RESOURCE PACKET**

**GPB LIVE-STREAMING  
PROFESSIONAL LEARNING  
FEBRUARY 1, 2012  
10:00 AM TO 12:00 NOON**

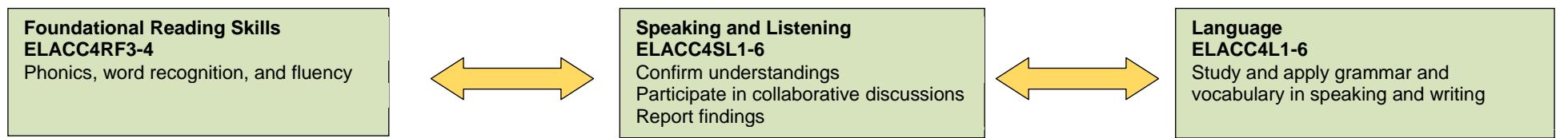
Common Core Georgia Performance Standards

**Grade 4 Sample Instructional Unit  
Grade 4 Sample Text Complexity Rubric  
Grade-level CCGPS Standards  
Teacher Guidance Document, Selected Pages  
Grade 4 Curriculum Map  
Resource Locator with Glossary  
Professional Learning PowerPoint (downloaded separately)**

**COMMON CORE GEORGIA PERFORMANCE STANDARDS  
ENGLISH LANGUAGE ARTS**

**FOURTH GRADE CURRICULUM MAP**

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Primary Focus: Informational Text</b> ELACC4RI1-10 <b>Secondary Focus: Literary Text</b> ELACC4RL1-10	<b>Primary Focus: Literary Text</b> ELACC4RL1-10 <b>Secondary Focus: Informational Text</b> ELACC4RI1-10	<b>Primary Focus: Informational Text</b> ELACC4RI1-10 <b>Secondary Focus: Literary Text</b> ELACC4RL1-10	<b>Primary Focus: Literary Text</b> ELACC4RL1-10 <b>Secondary Focus: Informational Text</b> ELACC4RI1-10
1 extended informational text 5 thematically connected short texts	1 extended literary text 5 thematically connected short texts	1 extended informational text 5 thematically connected short texts	1 extended literary text 5 thematically connected short texts
<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
<b>Focus: Informative/Explanatory</b> ELACC4W2	<b>Focus: Opinion</b> ELACC4W1	<b>Focus: Opinion</b> ELACC4W1	<b>Focus: Informative/Explanatory</b> ELACC4W2
<b>2-informative/explanatory pieces</b> examining a topic and conveying ideas ELACC4W2, 4, 5, 6, 10	<b>2 opinion pieces</b> supporting a position ELACC4W1, 4, 5, 6, 10	<b>2 opinion pieces</b> supporting a position ELACC4W1, 4, 5, 6, 10	<b>2-informative/explanatory pieces</b> examining a topic and conveying ideas ELACC4W2, 4, 5, 6, 10
<b>1-2 short research connections</b> (may be shared research on a topic or theme connected to the unit) ELACC4W7, 8, 10	<b>1-2 short research connections</b> (may be shared research on a topic or theme connected to the unit) ELACC4W7, 8, 10	<b>1-2 short research connections</b> (may be shared research on a topic or theme connected to the unit) ELACC4W7, 8, 10	<b>1-2 short research connections</b> (may be shared research on a topic or theme connected to the unit) ELACC4W7, 8, 10
<b>1-2 narratives</b> detailing a real or imagined experience ELACC4W3, 4, 5, 6, 10	<b>1-2 narratives</b> detailing a real or imagined experience ELACC4W3, 4, 5, 6, 10	<b>1-2 narratives</b> detailing a real or imagined experience ELACC4W3, 4, 5, 6, 10	<b>1-2 narratives</b> detailing a real or imagined experience ELACC4W3, 4, 5, 6, 10
<b>Routine writing</b> (summaries, writing-to-learn tasks, response to a short text or an open-ended question) ELACC4W1, 2, 3, 9, 10	<b>Routine writing</b> (summaries, writing-to-learn tasks, response to a short text or an open-ended question) ELACC4W1, 2, 3, 9, 10	<b>Routine writing</b> (summaries, writing-to-learn tasks, response to a short text or an open-ended question) ELACC4W1, 2, 3, 9, 10	<b>Routine writing</b> (summaries, writing-to-learn tasks, response to a short text or an open-ended question) ELACC4W1, 2, 3, 9, 10





## CCGPS UNIT PLANNING GUIDE

### PART I: UNIT OVERVIEW, GRADE 4, 4 ½ week unit/part one of two

Consult grade-level curriculum maps for guidance on reading/writing focus for each unit  
After completing planning guide, use Part II of this template to create instructional tasks

Reading Focus Informational	Theme and Texts
<p><b>3 extended text</b> <b>6 thematically connected short texts:</b></p> <p><b>ELACC4RI1- RI10</b> <b>ELACC4RF#-4</b></p>	<p><b>THEME:</b> The Making of America</p> <p><b>EXTENDED TEXT:</b> <u>...If You Were There When They Signed The Constitution</u> by Elizabeth Levy <u>Martin Luther King Jr.: Young Man with a Dream</u> by Dharathula H. Millender <u>The Children’s Book of America</u> edited by William J. Bennett (select pages pages)</p> <p><b>SHORT TEXTS LITERARY:</b> <b>Teacher Selected Poems</b> <b>Teacher Selected Reader Theater Scripts</b></p> <p><b>SHORT TEXTS INFORMATIONAL:</b> <u>Eleanor</u> by Barbara Cooney <u>Abe Lincoln Remembers</u> by Ann Turner</p> <p><b>VISUAL/OTHER TEXTS:</b></p> <p>Transcript of Interview with Ruby Bridges <a href="http://www.pbs.org/newshour/bb/social_issues/jan-june97/bridges_2-18.html">http://www.pbs.org/newshour/bb/social_issues/jan-june97/bridges_2-18.html</a></p> <p>The Constitution of The United States of America <a href="http://www.archives.gov/exhibits/charters/constitution_transcript.html">http://www.archives.gov/exhibits/charters/constitution_transcript.html</a></p> <p>Eleanor Roosevelt <a href="http://www.whitehouse.gov/about/first-ladies/eleanorroosevelt">http://www.whitehouse.gov/about/first-ladies/eleanorroosevelt</a></p> <p>Transcript of Speech by Susan B. Anthony- Women Voting <a href="http://www.historyplace.com/speeches/anthony.htm">http://www.historyplace.com/speeches/anthony.htm</a></p> <p><b>Galileo:</b> Susan B. Anthony <a href="http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317268">http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317268</a></p>

	<p>Laura Ingalls  <a href="http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000239798">http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000239798</a></p> <p>Elizabeth Blackwell  <a href="http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317425">http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317425</a></p> <p>Amelia Earhart  <a href="http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317617">http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317617</a></p> <p><b>Teacher Read- Aloud:</b>  <u>A is for Abigail an Almanac of Amazing American Women</u> by Lynne Cheney (Lexile 1030)</p>
<p><b>Writing Focus</b>  <b>Info / Explanatory Focus</b></p>	<p><b>Prompts/Topics</b></p>
<p><b>Assessment Tasks</b>  <i>Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must provide strong and logical support, based solidly in text, for claims.</i></p>	
<p><b>2 informative/explanatory</b> writing connected to reading   <b>ELACCW1-2/4-10</b></p>	<ul style="list-style-type: none"> <li>Describe four of the elements that were created by the founding Fathers to form the United States (e.g., the Great Compromise, creation of the office of the President, Bill of Right, etc).</li> <li>After hearing and reading several selections about women in history, describe how these ladies have similarities that have helped shape the United States.</li> </ul>
<p><b>Additional Standards Focus for Grade/Unit/Module: Skill Building Tasks</b></p>	
<p><b>2 narratives</b> to convey experiences   <b>ELACCW3</b></p>	<ul style="list-style-type: none"> <li>Pretend you have been with the delegates writing the Constitution. Write about what you have experienced during you time with these great men.</li> <li>Mlle. Souvestre was an inspiration for Eleanor. Who has been an inspiration in your life and why?</li> </ul>
<p><b>Research connection(s)</b>  Brief or sustained inquiries related to the texts or topics   <b>ELACCW7, 8, 9</b></p>	<p><b>Suggested topics:</b></p> <ul style="list-style-type: none"> <li>Students will use their summaries from the previous reading and select one of the delegates to the Convention they would like to learn more about.</li> </ul>
<p><b>Routine writing</b>  Notes, summaries, process journals, and short responses across all genres</p>	<p><b>Suggested integration (diaries, exit slips, brief response, journal, etc.):</b></p> <ul style="list-style-type: none"> <li>After reading, students will use details from the text to determine if their predictions were accurate. Responses will be placed in their writing journals.</li> </ul>

<b>ELACCW1-10</b>	
<b>Language Integration Grammar ELACCL1-3</b>	<b>Ideas/Tasks for Integration</b>
<p>L1:          &gt;Use relative pronouns and adverbs          &gt;Form and use progressive verbs          &gt;Use modal auxiliaries          &gt;Order adjectives according to conventional patterns          &gt;Form and use prepositional phrases          &gt;Recognize fragments and run-ons          &gt;Use homophones correctly          &gt;Write legibly in cursive</p>	<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of using grammar correctly when they produce their final research about the delegates</li> <li>• Students will correct a sample writing filled with fragments and run-ons</li> <li>• Students will write legibly when doing their paraphrase statements</li> <li>• Students will write their own poems to include the correct order of adjectives</li> <li>• Students will review relative pronouns and prepositional phrases with the teacher while looking at sample writings</li> </ul>
<p>L2:          &gt;Use correct capitalization          &gt;Use commas and quotation marks          &gt;Use commas before coordinating conjunctions          &gt;Consult reference material for correct spelling</p>	<ul style="list-style-type: none"> <li>• The final product of student research about one of the delegates will include the use of correct capitalization, quotation marks, and commas</li> <li>• Students will consult reference materials when they produce final research</li> <li>• Students will help the teacher add appropriate commas and quotation marks to the displayed conversation</li> </ul>
<p>L3:          &gt;Use words and phrases to convey ideas          &gt;Use punctuation for effect          &gt;Differentiate between formal and informal English</p>	<ul style="list-style-type: none"> <li>• Students analyze word choice while reading pages 25-37 of <u>..... If You Were There When They Signed The Constitution</u></li> <li>• Use punctuation for effect when writing</li> <li>• Compare the Constitution to a letter you would write to a friend</li> </ul>
<b>Language Integration Vocabulary ELACCL4-6</b>	<b>Ideas/Tasks for Integration</b>
<p>L4          &gt;Use context as a clue for meaning          &gt;Use Greek and Latin affixes and roots as clues to the meaning of words          &gt;Consult reference material to find pronunciations and meanings of words and phrases</p> <p>L5          &gt;Explain the meaning of similes, metaphors, idioms, adages, and proverbs</p>	<ul style="list-style-type: none"> <li>• Use reference materials to determine the meaning of the words in <u>..... If You Were There When They Signed The Constitution</u></li> <li>• Students will incorporate vocabulary from research and reading into their presentation</li> <li>• Students will use context clues to determine and reference materials to understand unknown words in science and social studies passages</li> <li>• Students will use vocabulary from reading in their speaking and writing</li> </ul>

>Understand antonyms and synonyms L6: >Acquire and use academic and domain-specific vocabulary	
<b>Speaking and Listening          ELACCSL1-6</b>	<b>Ideas/Tasks for Integration</b>
SL1: >Come to discussion prepared to be engaged in a topic, following agreed-upon rules	<ul style="list-style-type: none"> <li>• Students participate in a discussion about what they know about the formation of the United States</li> <li>• Class discussion about word choice <u>..... If You Were There When They Signed The Constitution</u></li> <li>• Discuss delegates to the Convention</li> <li>• Discuss with a small group the steps needed for making laws, changing the Constitution, and amendments</li> <li>• Discuss the information paraphrased about famous women in history</li> </ul>
SL2: >Paraphrase portions of a text read aloud or information presented in diverse media	<ul style="list-style-type: none"> <li>• The teacher models paraphrasing information presented orally from a reading.</li> <li>• Student will listen to book being read orally and select four famous women and paraphrase the information</li> </ul>
SL3: >Provide reasons and evidence a speaker provides to support particular points	<ul style="list-style-type: none"> <li>• During oral presentations about famous women in history, students will take notes on the important aspects of the speaker's presentation</li> </ul>
SL4: >Report on a topic or text, tell a story or recount an experience	<ul style="list-style-type: none"> <li>• Students present research on delegates to the Convention</li> <li>• Students will begin research on famous women in US history</li> </ul>
SL5: > Add audio and visual displays to presentation when appropriate	<ul style="list-style-type: none"> <li>• Student will complete a PowerPoint with audio added</li> </ul>
SL6: >Differentiate between formal and informal English	<ul style="list-style-type: none"> <li>• Analyze the Constitution and note the formal vocabulary; rewrite sections so that the language becomes informal</li> </ul>
<i>The standards above represent material that must be conveyed to students in this instructional unit. After brainstorming ideas for each category, proceed to Part II of the planning template, where you will create tasks that integrate the standards into appropriate instructional activities. Read the standards recommended for each section and use the Text Complexity Rubric to ensure that all text choices are appropriately rigorous. The unit is not limited to the texts you choose, but these will represent a minimum.</i>	



## CCGPS UNIT PLANNING GUIDE FOR UNIT 1, MODULE 1

### PART II: STANDARDS-BASED TASK PLANNER

Use this template to plan individual tasks designed to scaffold the skills taught in the unit. Each major Culminating Assessment will be supported by all necessary Skill Building Tasks. Integrate all the activities brainstormed in Part I within your Skill Building Tasks, using the check boxes on Part I to ensure recursive inclusion of all items. Refer to your grade-level curriculum map to determine the number of assessments appropriate for your unit. Each Assessment Task should have several Skill Building Tasks.

#### ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

Describe four of the elements that were created by the founding Fathers to form the United States (e.g., the Great Compromise, creation of the office of the President, Bill of Rights, etc).

#### ESSENTIAL QUESTION

What are the steps that helped create the United States?

#### SKILL BUILDING TASKS

*Note: the following tasks represent one possible configuration for the delivery of instruction to scaffold successful performance on the Culminating Assessment above. This schedule may be amended as necessary to fit your unique instructional needs. In particular, note that the recommended homework is sufficient only to include the minimum concepts set forth in this plan. Significant additional homework may be required if necessary.*

#### SKILL/CONCEPT: Pre-reading

#### TASK: Building background knowledge and acquiring new vocabulary

STRAND	STANDARD	
Reading	ELACC4RF3 ELACC4RI4	<ul style="list-style-type: none"> <li>The teacher will lead the students in a discussion about what they know about the formation of the United States, information is added to a class chart</li> <li>Students will engage in activities for strategies for decoding words</li> <li>New words are introduced for pages 7-24 ..... <u>If You Were There When They Signed The Constitution</u></li> <li>Students will use reference material for determining the meaning of new words</li> <li>Students will record vocabulary in their word journals</li> </ul>
Writing		
Speaking and Listening	ELACCSL1	
Language	ELACC4L4 ELACC4L6	
NETS		

#### SKILL/CONCEPT: Reading and Summarizing

#### TASK: Attentive Reading

STRAND	STANDARD	
Reading	ELACC4RI 2	<ul style="list-style-type: none"> <li>The teacher will model how to identify key details and summarize the text</li> <li>Students will practice looking at a paragraph posted to practice summarizing</li> <li>Students will read independently pages 7-24 ..... <u>If You Were There When They Signed The Constitution</u></li> <li>Students will summarize important information to read within these pages in their response journals</li> <li>Students will share their summaries in small group discussions using vocabulary from the reading</li> <li>If students are missing important information, they will add the information in their journals</li> </ul>
Writing		
Speaking and Listening	ELACC4SL1	
Language	ELACC4L6	
NETS		

<b>SKILL/CONCEPT: Acquiring New Vocabulary Reading and Summarizing</b>		
<b>TASK: Attentive Reading</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• New words are introduced for pages 25-37</li> <li>• Teacher will direct students to notice the use of punctuation and words used to convey ideas</li> <li>• Students read independently and summarize pages 25-37 ..... <u>If You Were There When They Signed The Constitution</u></li> <li>• Students will discuss with teacher use of punctuation and word choice</li> <li>• Teacher will lead the class in a discussion about a few of the delegates to the Convention mentioned in the reading (Ben Franklin, George Washington, Alexander Hamilton, Governor Morris, James Madison, William Paterson, Roger, Sherman, and Luther Martin)</li> <li>• Students will use their summaries to answer questions presented by the teacher</li> </ul>
Reading	ELACC4RI1-4	
Writing		
Speaking and Listening	ELACC4SL1	
Language	ELACC4L3	
NETS		
<b>SKILL/CONCEPT: Attentive Reading</b>		
<b>TASK: Research</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• Students will use their summaries from the previous reading and select one of the delegates to the Convention about whom they would like to learn more</li> <li>• Students will use the media center to conduct research from a different source other than the book being read in class</li> <li>• Print and digital sources may be used</li> <li>• Students will continue to summarize information</li> </ul>
Reading	ELACC4RI1-4 ELACC4RI9	
Writing	ELACC4W7-9	
Speaking and Listening		
Language		
NETS		
<b>SKILL/CONCEPT: Preparing to present information</b>		
<b>TASK: Research putting it all together</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• Students will continue the research and put it in final form to present to the class</li> <li>• Students will spend one day in the computer lab taking their summaries and producing a one page paper about the individual they selected</li> <li>• Students will use online and print references to check for correct spelling</li> <li>• Students will need to use correct conventions of English when writing</li> <li>• Vocabulary from the research should be included in the writing</li> </ul>
Reading	ELACC4RI1-4 ELACC4RI9	
Writing	ELACC4W6-9	
Speaking and Listening		
Language	ELACC4L1,2,3, 6	
NETS	NETS1ab	



NETS2		
<b>SKILL/CONCEPT: Presenting Information</b>		
<b>TASK: Students share their research</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• Research is presented to the class</li> <li>• Students' work will be placed in their portfolios</li> </ul>
Reading	ELACC4RI1-4 ELACC4RI9	
Writing		
Speaking and Listening	ELACC4SL4	
Language		
NETS		

<b>SKILL/CONCEPT: Attentive Reading</b>		
<b>TASK: Determining a compromise</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• New words are introduced for pages 38-54 ..... <u>If You Were There When They Signed The Constitution</u></li> <li>• Students will use the dictionary to determine what the word compromise means</li> <li>• Students will discuss the meaning of the unknown word with the teacher</li> <li>• Students will participate in a debate about the importance of the word compromise in government; one group will be a "pro" compromise and the other will be a "con" compromise</li> <li>• Predictions are made if the delegates would be able to compromise or not</li> <li>• Students will read independently pages 38-54</li> <li>• Students will continue to summarize the information read</li> <li>• After reading, students will discuss with the teacher about the compromises made by the delegates</li> <li>• After reading about the Great Compromise, students will determine a school issue that needs to have a compromise (e.g., once a week students will receive ten extra minutes of playground time); students will respond in their journals</li> </ul>
Reading	ELACC4RI1,4, 10	
Writing	ELACC4W1-10	
Speaking and Listening		
Language		
NETS		

<b>SKILL/CONCEPT: Attentive Reading</b>		
<b>TASK: Identifying steps in history from the reading</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• New words are introduced for pages 54-70</li> <li>• Students will engage in word recognition activities</li> <li>• Students will read independently pages 54-70 ..... <u>If You Were There When They Signed The Constitution</u></li> <li>• Students will summarize the text</li> <li>• Students will discuss with a small group the steps needed for making laws, changing the Constitution, and creating amendments</li> <li>• Narrative writing – Pretend you have been with the delegates writing the Constitution. Write about what you have experienced during your time with these great men.</li> </ul>
Reading	ELACC4RI1-5	
Writing	ELACC4W3	
Speaking and Listening	ELACC4SL1	
Language		

NETS		
<b>SKILL/CONCEPT: Attentive Reading</b>		
<b>TASK: Discovering why the Constitution</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• New words are introduced for pages 71-80</li> <li>• Teachers will engage the students in a word game to introduce the new words</li> <li>• Students will predict why the Constitution is called a miracle</li> <li>• Students will engage in a discussion about their predictions</li> <li>• Students will read pages 71-80 ..... <u>If You Were There When They Signed The Constitution.</u></li> <li>• After reading, students will use details from the text to determine if their predictions were accurate; responses will be placed in their writing journals</li> </ul>
Reading	ELACC4RI1-5	
Writing	ELACC4W1-10	
Speaking and Listening	ELACC4SL1	
Language		
NETS		
<b>SKILL/CONCEPT: Informative Essay</b>		
<b>TASK: Students will write in class</b>		
<b>STRAND</b>	<b>STANDARD</b>	Students complete assessment 1
Reading		
Writing	ELACC4W4,5,6 10	
Speaking and Listening		
Language		
NETS		
<b>SKILL/CONCEPT: Compare and contrast formal and informal English</b>		
<b>TASK: What is formal and What is not</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• Students will write a letter to a friend.</li> <li>• Students use the web site to view the Constitution <a href="http://www.archives.gov/exhibits/charters/constitution_transcript.html">http://www.archives.gov/exhibits/charters/constitution_transcript.html</a></li> </ul>
Reading	ELACC4RI6	

Writing		<ul style="list-style-type: none"> <li>• Students will determine which writing is formal and informal.</li> <li>• Student will use a graphic organizer to compare and contrast the two writings</li> <li>• Students will analyze sections of the Constitution, looking for formal English; they will revise a few sections to include informal English; they will share their responses with the class</li> </ul>
Speaking and Listening	<b>ELACC4SL1</b> <b>ELACC4SL6</b>	
Language	<b>ELACC4L3</b>	
NETS		



## CCGPS UNIT PLANNING GUIDE FOR UNIT 1, MODULE 2

### PART II: STANDARDS-BASED TASK PLANNER

Use this template to plan individual tasks designed to scaffold the skills taught in the unit. Each major Culminating Assessment will be supported by all necessary Skill Building Tasks. Integrate all the activities brainstormed in Part I within your Skill Building Tasks, using the check boxes on Part I to ensure recursive inclusion of all items. Refer to your grade-level curriculum map to determine the number of assessments appropriate for your unit. Each Assessment Task should have several Skill Building Tasks.

#### ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

After hearing and reading several selections about women in history, describe how these ladies have similarities that have helped shape the United States.

#### ESSENTIAL QUESTION

Why were women important in the shaping of America?

#### SKILL BUILDING TASKS

Note: the following tasks represent one possible configuration for the delivery of instruction to scaffold successful performance on the Culminating Assessment above. This schedule may be amended as necessary to fit your unique instructional needs. In particular, note that the recommended homework is sufficient only to include the minimum concepts set forth in this plan. Significant additional homework may be required if necessary.

#### SKILL/CONCEPT: Pre-Reading, Listening to information read aloud

#### TASK: Building Background Knowledge with vocabulary, and paraphrasing

STRAND	STANDARD	
Reading	ELACCRI4	<ul style="list-style-type: none"> <li>The teacher will read sentences using vocabulary from new words that are going to be heard in <u>A is For Abigail</u>.</li> <li>Students will guess word meanings, determine actual meanings using resources, and share correct meanings with class</li> <li>The teacher will introduce the reading and model/explain paraphrasing activity</li> <li>The teacher will read the first half of <u>A is for Abigail</u> while students paraphrase information about four of the famous women; the students will practice legible handwriting as they paraphrase</li> <li>Students engage in a discussion about the information they paraphrased</li> <li>Students who may have missed key information will add to their paraphrased notes while the discussion is taking place</li> </ul>
Writing		
Speaking and Listening	ELACC4SL1-2	
Language	ELACC4L1	
NETS		

#### SKILL/CONCEPT: Active Listening

#### TASK: Acquiring vocabulary and meaning, reviewing fragments and run-ons, paraphrasing information read aloud


STRAND	STANDARD	
Reading	ELACC4RI4 ELACC4RL2	<ul style="list-style-type: none"> <li>Working in groups students will be given index cards with the new words they will hear today. A separate index card will have the meaning and a sentence of the unknown word. Students will attempt to match the two cards, using reference material as necessary.</li> <li>Students are provided writing samples that uses fragments and run-ons.</li> <li>Students will work in groups to correct the writing sample.</li> <li>Connections are made to paraphrasing when writing to make sure not to use fragments and run-ons.</li> <li>The teacher will provide the students various poems about women in history; students will determine the theme of the poem</li> <li>The teacher will read the second half of <u>A is for Abigail</u> while students paraphrase information about four of the famous women</li> <li>Students will engage in a discussion about the information they paraphrased.</li> </ul>
Writing		
Speaking and Listening	ELACC4SL1,2	
Language	ELA4L1	
NETS		

		<ul style="list-style-type: none"> <li>• Students who may have missed key information will add to their paraphrased notes while discussion is taking place</li> <li>• Ticket out the door: students will write a poem about a person they have read about</li> </ul>
<b>SKILL/CONCEPT: Read attentively</b>		
<b>TASK: Summarize information read</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• Students add appropriate commas and quotation marks to a displayed conversation</li> <li>• The teacher will have ten to twelve dialogues placed in envelopes (different sentences in each envelope) that do not contain the punctuation required in the sentences</li> <li>• Students will work in small groups to add ending punctuation and quotation marks to the sentences</li> <li>• Students will rewrite the dialogue using chart paper adding correct ending punctuation, commas, and quotation marks</li> <li>• After the students have corrected the sentences, they will rotate to other small groups to check their corrected sentences</li> <li>• If student groups believe a correction needs to be made, they will use a colored marker</li> <li>• Students will look at their original sentences and discuss if the suggested corrections are needed; students may use grammar books, notes, and other resources to determine if corrections are needed</li> <li>• Class discussion about corrections takes place</li> <li>• Students will look for the use of conversation in their independent reading</li> <li>• Students will read <u>Eleanor</u> independently</li> <li>• Exit ticket: students will write in their journals detailing a conversation they have had with a friend</li> </ul>
Reading		
Writing		
Speaking and Listening	<b>ELACCSL1</b>	
Language	<b>ELACC4L1,2</b>	
NETS		
<b>SKILL/CONCEPT: Read attentively</b>		
<b>TASK: Compound sentences and summarizing</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• Students will work to combine sentences written on index cards, writing the new sentences as compound sentences and using the comma correctly</li> <li>• Students will write their compound sentences using a comma before the coordinating conjunction</li> <li>• Students will finish reading and summarizing <u>Eleanor</u></li> <li>• Students will engage in group discussions about their summaries</li> <li>• Narrative writing: Mlle. Souvestre was an inspiration for Eleanor. Who has been an inspiration in your life and why?</li> </ul>
Reading	<b>ELACCR11-2</b>	
Writing	<b>ELACCW3</b>	
Speaking and Listening	<b>ELACCSL1</b>	
Language	<b>ELACCL1</b>	
NETS		
<b>SKILL/CONCEPT: Listening for adjectives</b>		
<b>TASK: Listening Attentively to poems</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• Teacher reads several selected poems to students while they listen for the correct order of adjectives used in the poem</li> <li>• Students will record examples to share with others</li> <li>• Students will write their own poems to include the correct order of adjectives using the steps in the writing process and legible handwriting</li> <li>• Completed poems will be shared with other students, posted on the teachers web page, and shared in a class</li> </ul>
Reading	<b>ELACC4RL2</b>	
Writing	<b>ELA4W1-10</b>	
Speaking	<b>ELACC4SL1</b>	

and Listening		newsletter
Language	ELACC4L	
NETS		
<b>SKILL/CONCEPT: Research Connection</b>		
<b>TASK: Using Internet Resources</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>Teacher will provide sentences from a science or social studies text book; students will use context clues to help them understand the meaning of the unfamiliar words; they may use reference material if needed</li> <li>Students will determine main ideas and summarize online resources about famous women</li> <li>Susan B. Anthony <a href="http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317268">http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317268</a></li> <li>Eleanor Roosevelt <a href="http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000318050">http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000318050</a></li> <li>Elizabeth Blackwell <a href="http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317425">http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317425</a></li> <li>Amelia Earhart <a href="http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317617">http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000317617</a></li> <li>Ruby Bridges <a href="http://www.pbs.org/newshour/bb/social_issues/jan-june97/bridges_2-18.html">http://www.pbs.org/newshour/bb/social_issues/jan-june97/bridges_2-18.html</a></li> </ul>
Reading	ELACC4RI1-5,8	
Writing		
Speaking and Listening		
Language		
NETS		
<b>SKILL/CONCEPT: Research Connection</b>		
<b>TASK: Using the media center to complete research</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>Students will review relative pronouns and prepositional phrases with the teacher while looking at sample writings</li> <li>Students will read pages 78-81 <i>Children's Book of America</i>, summarizing their reading</li> <li>Students will partner with several other students to select one famous woman to research</li> <li>Research in the media center: students will summarize information with a partner; students will check for correct use of pronouns in their current writing</li> </ul>
Reading	ELACC4RI1-2	
Writing	ELACC4W7-10	
Speaking and Listening		
Language	ELACC4L1	
NETS		
<b>SKILL/CONCEPT: Research Connection</b>		
<b>TASK: Using digital tools for spelling and presentation</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>Using notes from their research, students will create a PowerPoint with a partner about the famous women they have researched</li> <li>Use academic vocabulary, parts of speech correctly, correct capitalization, and punctuation, students will check for fragments and run-ons; they will revise using complete sentences</li> </ul>
Reading		
Writing	ELACC4W7-9	

Speaking and Listening	ELACC4SL5	<ul style="list-style-type: none"> <li>Work in lab and review digital tools for correcting spelling, use of quotations, etc</li> <li>Add audio and visual displays to PowerPoint</li> </ul>
Language	ELACC4L12,6	
NETS	NETS1ab NETS 2ab	
<b>SKILL/CONCEPT: Presentation Day</b>		
<b>TASK: Power Point presentation of research</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>Students will present their PowerPoint of Famous Women in History that their group researched</li> <li>After viewing and hearing presentations, students will be prepared to answer questions about their own presentation</li> <li>Teacher will assign various readers' theatre scripts about famous women in history to groups of students to rehearse and perform at the next class session</li> </ul> <p><i>HOMEWORK : students will rehearse assigned readers theatre scripts</i></p>
Reading	ELACC4RI7 ELACC4RL7	
Writing		
Speaking and Listening	ELACC4SL1,4	
Language		
NETS		
<b>SKILL/CONCEPT: Read with rhythm flow and meter</b>		
<b>TASK: Readers Theatre Performance</b>		
<b>STRAND</b>	<b>STANDARD</b>	<ul style="list-style-type: none"> <li>Performance of reader's theatre presentation, engaging the audience with eye contact</li> <li>Students will perform their readers' theatre scripts for the class</li> </ul>
Reading	ELACC4RF3,4	
Writing		
Speaking and Listening	ELACC4SL4	
Language		
NETS		
<b>SKILL/CONCEPT: Writing</b>		
<b>TASK: Culminating Assessment</b>		
<b>STRAND</b>	<b>STANDARD</b>	After hearing and reading several selections about women in history, students will describe how these ladies have similarities that have helped shape the United States.
Reading		
Writing	ELACC4W2, 4,5,6, 10	



 <p style="text-align: center;"><b>COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC</b></p>	<p style="text-align: center;"><b>HOW TO USE THIS RUBRIC</b></p>
<p><b>Overview</b></p> <p>The text complexity rubric is intended to assist educators in evaluating multiple dimensions of a text in order to determine the proper placement of that text within the curriculum. The rubric addresses the three aspects of text complexity required for consideration in Common Core Appendix B: qualitative, quantitative, and reader/task match. Each of these three dimensions includes specific relevant categories, each of which is listed with a short explanation to assist users in making the best possible determination.</p> <p><b>Scoring</b></p> <p>There are 10 dimensions to be scored on the rubric, each of which can receive a score between 0 and 10. The best possible score within a dimension is 10 points, indicating that the text would be of optimal benefit to students. The best possible overall score for a text is 100 points. The aggregate text score is interpreted as follows:</p> <p>80 - 100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE  50-79 POINTS: ACCEPTABLE TEXT CHOICE  25-49 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE  0 -24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE</p> <p><b>How to Make Determinations by Category</b></p> <p style="text-align: center;"><b>Qualitative Dimensions</b></p> <p><b>Levels of meaning.</b> For lower grades, consider whether this text contains symbolism, abstract thought, or nuanced/complicated technical or academic concepts. For upper grades, does this text contain elements of satire, allegory, pun, symbolism, complex motif or nuanced/complicated technical or academic concepts? A score of 10 means that this text contains multiple excellent, grade-appropriate examples of nuanced meaning (excessively complex texts might receive a lower score depending on the grade level you are attempting to match).</p> <p><b>Structure.</b> For lower grades, consider whether this text exhibits structures such as chapters, multiple plot lines, glossaries, headings, or footnotes. For upper grades, consider the rigor of complex textual structures such as legal documents, technical manuals, or literature that experiments with non-traditional uses of time or language (such as magical realism or nonlinear modernist authors such as Faulkner or Joyce). You may consider length as part of structural difficulty. A score of 10 means that this text contains multiple, excellent grade-appropriate structural features.</p> <p><b>Language conventionality.</b> For lower grades consider the complexity of the vocabulary in a text and whether it employs concepts such as colloquialisms, figurative or idiomatic language, dialects, or sophisticated technical or academic language. For upper grades consider the impact of historical language (for example Elizabethan English), or complex domain-specific technical or academic language. A score of 10 means that this text uses language that is appropriate and challenging for the target grade, but is not so complex as to be incomprehensible.</p> <p><b>Background knowledge.</b> For both upper and lower grades, consider not only whether the subject of the text is one with which your students might reasonably be expected to be acquainted (World War II?) but also whether it is one that might be understood once introduced (String theory?) A score of 10 means that students will be familiar enough with the concepts in this text to comprehend the text or that the subject can be sufficiently understood when explained. A lower score might indicate that this subject will probably result in disconnection or lack of engagement serious enough to significantly impact the effectiveness of instruction.</p> <p style="text-align: center;"><b>Quantitative Dimensions</b></p> <p>While many quantitative indicators of text complexity exist and many more are in development, for the purposes of this rubric we have used the tool most familiar to most educators: the Lexile level. Refer to the coding in the box on the left side of the rubric to determine the suggested Lexile for each grade band. A score of 10 means that the text is at the high end of the appropriate Lexile range for a grade band. A score of 7 indicates a Lexile at the lower end of the suggested range. A score within 100 points of the low target range for grade will be a moderate match (4-6 points) and mismatches beyond 100 points could earn 1-3 (or no) points. As you can see by reviewing the rubric, a mismatch of Lexile level is not enough to disqualify a text choice.</p> <p style="text-align: center;"><b>Reader and Task Considerations</b></p> <p><b>Does this text challenge readers?</b> To gain an optimal benefit from a text, students should aim for a "zone of proximal development," ideally comprehending about 75% of the text, and working to make meaning of the remaining 25%. A score of 10 means that this text will challenge students at this grade level within that ideal target range.</p>	



<p><b>Does this text match the interests of the students?</b> Whether or not students will find a text interesting, exciting, or engaging is not always a primary consideration in text selection; however, even the most technical texts can be chosen to provide some avenue for connection with students. A score of 10 means that, in so far as possible, this text is the best choice for the target age and demographic.</p> <p><b>Is this text ideal for the task?</b> Genre is often the most important consideration for task matching. For example, a scientific journal will be a better match for a research project than for a skit depicting the content. A score of 10 means that this text is the best possible match for the task the students will be expected to perform.</p> <p><b>Mismatches for which qualitative and quantitative measures cannot easily account.</b> This dimension of scoring exists to provide evaluators with a category to bestow or withhold points based on areas of disconnect that may not be addressed in other rubric dimensions. For example, if a book is an excellent match for a grade level content focus, but low on the Lexile, the overall score may be boosted through this category. If a book seems to be an excellent match in Lexile or structure but is too mature or disturbing for the grade level, points may be withheld in this category.</p> <p style="text-align: center;"><b>Specific Merit</b></p> <p>This category exists to allow evaluators to bestow additional points based on the unique merits of a text, for example, a Newbery or Caldecott Award, or Nobel or Pulitzer Prize. Books widely considered to be classics or that are fundamental to instruction in a given field (such as Native American mythology, the Holocaust, etc.) may receive points in this category. A score of 10 means that this text has garnered positive acknowledgement from multiple authoritative sources.</p>	<p><b>A Note to the Evaluator</b></p> <p>This rubric is intended to provide a framework to assist educators in making considered decisions within the parameters suggested by the Common Core Georgia Performance Standards. As with any evaluation tool, exceptions to the rule will exist. In most cases the dimensions of the rubric that allow for consideration of additional literary or technical merit and other elements specific to a given text will allow for unique aspects of a text to be quantitatively evaluated. This tool is intended to streamline and create consistency within the text consideration process, not to be a definitive measure. We hope you will find it useful!</p>
---	---



COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC				
TEXT:	GENRE:	GRADE:		
		LOW (1-3 POINTS)	MODERATE (4-6 PTS)	HIGH (7-10 POINTS)
<b>COMPLEXITY MEASURE</b>				
Qualitative aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.				
<b>Levels of meaning.</b> K-5: Symbolism, abstract thought, technical, academic content 6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content				
<b>Structure.</b> K-5: Chapters, multiple plot lines, glossaries, headings, or footnotes. 6-12: Legal documents, technical manuals, non-traditional uses of time or language K-12: Text length				
<b>Language conventionality.</b> K-5: colloquialisms, figurative/idiomatic language, dialects, technical and academic vocabulary 6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary				
<b>Background knowledge.</b> Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced				
<b>Quantitative aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, as measured by Lexile.</b>				
K-1 n/a				
2-3 450L - 790L				
4-5 770L - 980L				
6-8 955L - 1155L				
9-10 1080L - 1305L				
11-12 1215L - 1355L				
<b>Reader and Task Considerations</b> focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.				
<b>Does this text challenge readers?</b> Readers comprehend about 75% of the text, working to make meaning of the remaining 25%				
<b>Does this text match the interests of the students?</b> (When appropriate)				
<b>Is this text ideal for the task?</b> For example a scientific journal for a research project versus Shakespeare for a dramatic presentation				
<b>Mismatches for which qualitative and quantitative measures cannot easily account.</b> For example low Lexile books with adult content				
<b>Miscellaneous considerations.</b> You may award up to 10 points for specific merits of a text not covered in the rubric domains.				
<b>Specific Merits</b>				
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded				
<b>TOTAL SCORE</b> _____ / 100				
80 - 100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE 50-79 POINTS: ACCEPTABLE TEXT CHOICE 25-49 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE 0 - 24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE				
EVALUATOR COMMENTS:				

COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC			
TEXT, <small>score</small>	If You Were There When They Signed the Constitution	GENRE: Informational	GRADE: 4
COMPLEXITY MEASURE	810	LOW (1-3 POINTS)	MODERATE (4-6 PTS)
Qualitative aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.			
Levels of meaning. K-5: Symbolism, abstract thought, technical, academic content			
6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content			Social Studies 9
Structure. K-5: Chapters, multiple plot lines, glossaries, headings, or footnotes.			
6-12: Legal documents, technical manuals, non-traditional uses of time or language			80 pages Appropriate Length 9
K-12: Text length			Appropriate Word Choice 9
Language conventionality. K-5: colloquialisms, figurative/ idiomatic language, dialects, technical and academic vocabulary			
6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary			Familiar Concept 9
Background knowledge. Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced			
Quantitative aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, as measured by Lexile.			
K-1	n/a		810
2-3	450L - 790L		10
4-5	770L - 980L		
6-8	955L - 1155L		
9-10	1080L - 1305L		
11-12	1215L - 1355L		
Reader and Task Considerations focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.			
Does this text challenge readers? Readers comprehend about 75% of the text, working to make meaning of the remaining 25%			9
Does this text match the interests of the students? (When appropriate)			9
Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation			8
Mismatches for which qualitative and quantitative measures cannot easily account. For example low Lexile books with adult content			10 No mismatch
Miscellaneous considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.			
Specific Merits			8
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded			
TOTAL SCORE	90/ 100		
80 - 100 POINTS: <b>EXTREMELY APPROPRIATE TEXT CHOICE</b>			
50-79 POINTS: ACCEPTABLE TEXT CHOICE			
25-49 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE			
0 - 24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE			
EVALUATOR COMMENTS:			

FOURTH GRADE READING LITERARY (RL)	FOURTH GRADE READING INFORMATIONAL (RI)
<b>➤ Key Ideas and Details</b>	<b>➤ Key Ideas and Details</b>
<b>ELACC4RL1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>ELACC4RI1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>ELACC4RL2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>ELACC4RI2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>ELACC4RL3:</b> 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>ELACC4RI3:</b> 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.
<b>➤ Craft and Structure</b>	<b>➤ Craft and Structure</b>
<b>ELACC4RL4:</b> 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).	<b>ELACC4RI4:</b> 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.
<b>ELACC4RL5:</b> 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.	<b>ELACC4RI5:</b> 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.
<b>ELACC4RL6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>ELACC4RI6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>➤ Integration of Knowledge and Ideas</b>	<b>➤ Integration of Knowledge and Ideas</b>
<b>ELACC4RL7:</b> 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.	<b>ELACC4RI7:</b> 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.
<b>ELACC4RL8:</b> (Not applicable to literature)	<b>ELACC4RI8:</b> Explain how an author uses reasons and evidence to support particular points in a text.
<b>ELACC4RL9:</b> 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.	<b>ELACC4RI9:</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>➤ Range of Reading and Level of Text Complexity</b>	<b>➤ Range of Reading and Level of Text Complexity</b>
<b>ELACC4RL10:</b> 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.	<b>ELACC4RI10:</b> 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.

## FOURTH GRADE READING FOUNDATIONAL (RF)

### ➤ Print Concepts

Kindergarten and 1<sup>st</sup> grade only

### ➤ Phonological Awareness

Kindergarten and 1<sup>st</sup> grade only

### ➤ Phonics and Word Recognition

**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.

### ➤ Fluency

**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.

## FOURTH GRADE WRITING (W)

### ➤ Text Types and Purposes

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

- 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.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

**ELACC4W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

**ELACC4W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

### ➤ Production and Distribution of Writing

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

**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.)

**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.

### ➤ Research to Build and Present Knowledge

**ELACC4W7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**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.

**ELACC4W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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]").
- 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").

### ➤ Range of Writing

**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 disciplinary specific tasks, purposes, and audiences.



## FOURTH GRADE SPEAKING AND LISTENING (SL)

### ➤ Comprehension and Collaboration

**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.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic and issues 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.

**ELACC4SL2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELACC4SL3:** Identify the reasons and evidence a speaker provides to support particular points.

### ➤ Presentation of Knowledge and Ideas

**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.

**ELACC4SL5:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**ELACC4SL6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standard 1 for specific expectations.)

## FOURTH GRADE LANGUAGE (L)

### ➤ Conventions of Standard English

**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 rhetorically poor 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.

**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.

### ➤ Knowledge of Language

**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).

### ➤ Vocabulary Acquisition and Use

**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.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- 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.

**ELACC4L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**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 marked with an asterisk (\*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart (in this document on page 94) for progressive standards that should be added to the Language Strand for the grade.





## 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
- Make judgments and inferences about setting, characters, and events and support them with elaborating and convincing evidence from the text, using prior knowledge
- Use textual evidence to support what the text says explicitly
- Take notes about the text

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (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 activities using various texts to locate details and examples of what the texts says explicitly
- Model note taking with an emphasis on using details and examples from the text

#### **Sample Task for Integration:**

Students will use a literary work of their own choosing (See Appendix B [www.corestandards.org](http://www.corestandards.org) for appropriate examples of the correct text complexity band) that they have been reading independently. Students will complete a graphic organizer about the text using details and examples from the text to explain what the text says. Students will use their graphic organizers to write a short response about the book. Students will share their response with members of their class during a literary share time.

#### **Recommended Vocabulary:**

textual evidence  
prior knowledge

textual support

judgments

inferences

prediction



## 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 attentively for understanding
- Make inferences about the information read
- Identify main ideas, supporting ideas, and supporting details
- Take notes about information read
- Summarize text content including main ideas and supporting details

#### Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (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 using various informational texts to identify the main idea, and the supporting key details
- Model how to use notes to summarize the text
- Engage students in discussions about how the main ideas and key details define what the text is about

#### 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:

main idea

key details

supporting ideas

supporting details

summarize



## 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

### AT-A-GLANCE GUIDE FOR TRANSITIONAL STANDARDS FOR FOURTH GRADE

*These standards are new to 4<sup>TH</sup> 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 4<sup>TH</sup> grade.*

STANDARDS NEW TO FOURTH GRADE	RATIONALE
<b>ELACC4RL4:</b> 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 <sup>th</sup> grade. The first mention of mythology in GPS was not until 6 <sup>th</sup> grade.
<b>ELACC4RL5:</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., <b>verse</b> , rhythm, <b>meter</b> ) and drama (e.g., casts of characters, settings, descriptions, dialogue, <b>stage directions</b> ) when writing or speaking about a text.	Guidance recommends the additional instruction necessary for 4 <sup>th</sup> graders to further explore elements of poetry and drama. (See words in red only.)
<b>ELACC4RL6:</b> 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 <sup>th</sup> grade. GPS did not include first and third person narration until 6 <sup>th</sup> grade. It will be necessary to teach this as well in 5 <sup>th</sup> grade and 6 <sup>th</sup> grade during year one implementation.
<b>ELACC4RL9:</b> 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 <sup>th</sup> 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.
<b>ELACC4RL10:</b> 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 <sup>th</sup> -5 <sup>th</sup> grade stretch Lexile band for Common Core is 770-980. The old stretch band was 645-845. It is in 4 <sup>th</sup> 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 <sup>th</sup> grade CCGPS would be starting out the year at 770 and ending the year at the high end of 875.
<b>ELACC4RI1:</b> Refer to details and examples in a text when explaining what says explicitly and when drawing inferences from the text.	CCGPS uses the skill of drawing inferences in literary text in 4 <sup>th</sup> grade but does not expressly connect inference to informational text. It is suggested that this skill be mastered with both kinds of text.
<b>ELACC4RI3:</b> 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 <sup>th</sup> grade come from informational, subject area texts and articles.
<b>ELACC4RI4:</b> 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 <sup>th</sup> 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.)
<b>ELACC4RI6:</b> 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.
<b>ELACC4RI10:</b> 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 <sup>th</sup> 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 <sup>th</sup> grade.
<b>ELACC4L5:</b> 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.
<b>ELACC4L6:</b> 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).
<b>ELACC4RF3:</b> 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.	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 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.
<b>ELACC4L1:</b> 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.
<b>ELACC4L1:</b> 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 <sup>th</sup> grade.
<b>ELACC4L1:</b> 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.

<p><b>ELACC4L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>e. Form and use prepositional phrases.</b></p>	<p>GPS first mentions the use of prepositions in 5<sup>th</sup> 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.</p>
<p><b>ELACC4L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>c. Use a comma before a coordinating conjunction in a compound sentence.</b></p>	<p>The correct use of commas begins in kindergarten; however, this is new for 4<sup>th</sup> 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>

STANDARDS ABSENT FROM FOURTH GRADE	RATIONALE
<p><b>ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</b>            For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:  <b>c. Identifies the speaker of a poem or story.</b></p>	<p>This now appears for the first time in 1<sup>st</sup> grade CCGPS. Guidance recommends that this standard in 1<sup>st</sup> grade continue to be a focus in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> during year one implementation. 4<sup>th</sup> 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><b>ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</b>            For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:  <b>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.</b></p>	<p>While this standard is not explicit in CCGPS, it is certainly to keep it in 4<sup>th</sup> grade as an activity when appropriate.</p>
<p><b>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.</b></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><b>ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</b>  <b>c. Identifies the meaning of common root words to determine the meaning of unfamiliar words.</b></p>	<p>This is now in 2<sup>nd</sup> Grade CCGPS. Guidance recommends that it be taught in 3<sup>rd</sup> and 4<sup>th</sup> grade during implementation year one.</p>
<p><b>ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</b></p>	<p>This is now in 1st Grade CCGPS. Guidance recommends that it be taught in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade during implementation year one</p>

e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).	
<b>ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</b> f. Identifies the meaning of common idioms and figurative phrases	This GPS element includes the language of figurative phrases. It will align with ELACC4L5a.





**GEORGIA DEPARTMENT OF EDUCATION  
ENGLISH LANGUAGE ARTS AND LITERACY  
PROGRAM RESOURCE LOCATOR**

Resource	GA DOE ELA and Literacy Home Page	Georgia Standards (GSO)	Common Core Georgia Performance Standards (CCGPS)	CCGPS K12 Educator Resource Link	CCGPS ELA Grade Band Links
<b>GPS Support</b>					
Vertically Aligned Matrices		X			
English Language Arts GPS: Grades K-12		X			
GPS Unit Frameworks K-12		X			
Assessment Descriptors	X	X			
Preparation Materials EOCT, GHS/GT, GHS/WT, CRCT	X				
Express Exam Preparation Link	X	X			
Training and Classroom Videos		X			
<b>CCGPS Support</b>					
ELA GPS/CCGPS Alignment and Comparison from Precision Review (Draft)					X
Common Core Performance Standards Timeline	X		X		
CCGPS for Literacy in History/Social Studies, Science, and Technical Subjects			X	X	
English Language Arts CCGPS: Grades K-12		X	X	X	X
Professional Learning Calendar and Descriptors	X		X		
Text Complexity and Lexile Information	X		X		X
Introduction to the Common Core Initiative				X	
About the College and Career Readiness Anchor Standards				X	
College and Career Readiness Anchor Standards (CCR)				X	
About the Common Core Georgia Performance Standards for English Language Arts				X	
About the Common Core Georgia Performance Standards for Literacy in Social Studies/History, Science, and Technical Subject (CCGPS for Literacy)				X	
Archived Webinar: Introduction to Common Core (with downloadable practice tasks)					X
Archived Webinar: Text Complexity (with downloadable Text Complexity Rubric and Instructions)					X
Archived Webinar: Integrated Unit Planning in CCGPS (with downloadable planning template)					X
ELA Reporter Newsletter (archived issues)			X		
Complete DRAFT Curriculum Maps K-12			X		
Teacher Guidance Documents: Skills, Concepts, Strategies, Vocabulary, and Sample Tasks for each standard K-12			X		
<b>General</b>					
ELA List/Serv Information	X				
Young Georgia Authors Writing Competition	X				
Galileo Virtual Library Link		X			
Writing Resources	X				
<b>Under Construction</b>					
CCGPS Model Unit Frameworks				X	

ELA HOME: [http://public.adoe.k12.ga.us/ol\\_services.aspx?PageReq=CIServEnglish](http://public.adoe.k12.ga.us/ol_services.aspx?PageReq=CIServEnglish)  
 GSO: <https://www.georgiastandards.org/Standards/pages/BrowseStandards/ELAStandards.aspx>



[http://prezi.com/\\_plv2cfv8hu/far/raale/](http://prezi.com/_plv2cfv8hu/far/raale/) Watch a Prezi guiding you through our resources:

Georgia Department of Education  
 Dr. John D. Barge, State School Superintendent  
 January 2012 - All Rights Reserved



Professional Resources for Administrators:



<b>The Common Core State Standards Initiative</b> <a href="http://www.corestandards.org/the-standards">http://www.corestandards.org/the-standards</a>	Introduction to the Common Core State Standards Application of the Standards for English Language Learners Applications of the Standards to Students with Disabilities Research Supporting Key Elements of the Standards Glossary of Key Terms (see below) Sample Text Selections Sample Students Writing Exemplars
<a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a>	
<a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a>	
<a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a>	
<b>Disciplinary Literacy</b> <a href="http://www.shanahanliteracy.com/">http://www.shanahanliteracy.com/</a> (click on the Disciplinary Literacy thread of this blog)	On Text Complexity: From Education Week PowerPoint on Disciplinary Literacy within Common Core EL Students and Secondary Literacy Content Area Reading versus Disciplinary Literacy
Literacy Design Collaborative <a href="http://www.literacydesigncollaborative.org/">http://www.literacydesigncollaborative.org/</a>	Instructional Units for the Integration of the CCGPS for Literacy in History, Social Studies, Science, and
<b>Association for Supervision and Curriculum Development</b> <a href="http://www.ascd.org/public-policy/common-core.aspx">http://www.ascd.org/public-policy/common-core.aspx</a>	<a href="http://www.achieve.org/achievingcommoncore_implementation">http://www.achieve.org/achievingcommoncore_implementation</a> <b>Ctrl + Click to follow link</b>
<b>Achieve</b> <a href="http://www.achieve.org/achievingcommoncore_implementation">http://www.achieve.org/achievingcommoncore_implementation</a>	On the Road to Implementation: Achieving the Promise of the Common Core State Standards
<b>Partnership for the Assessment of Readiness for College and Careers (PARCC)</b> <a href="http://parcconline.org/">http://parcconline.org/</a>	About PARCC The PARCC Assessment Implementation
<b>Thomas B. Fordham Institute</b> <a href="http://www.edexcellencemedia.net/publications/2010/201010_nowwhat/Now%20What%20-%20Oct%202010.pdf">http://www.edexcellencemedia.net/publications/2010/201010_nowwhat/Now%20What%20-%20Oct%202010.pdf</a>	Now What? Imperatives and Options for "Common Core" Implementation and Governance

**GLOSSARY OF KEY TERMS, APPENDIX A**

**Editing** – A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience; compared to *revising*, a smaller-scale activity often associated with surface aspects of a text; see also *revising*, *rewriting*

**Emergent reader texts** – Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebus to represent words that cannot yet be decoded or recognized; see also *rebus*

**Evidence** – Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science

**Focused question** – A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints

**Formal English** – See *standard English*

**General academic words and phrases** – Vocabulary common to written texts but not commonly a part of speech; in the Standards, *general academic words and phrases* are analogous to Tier Two words and phrases

**Independent(ly)** – A student performance done without *scaffolding* from a teacher, other adult, or peer; in the Standards, often paired with *proficient(X)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text without scaffolding, as in an assessment; see also *proficient(X)*, *scaffolding*

**More sustained research project** – An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time

**Point of view** – Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

**Print or digital (texts, sources)** – Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the Standards are generally assumed to apply to both

**Proficient(ly)** – A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent(X)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text with comprehension; see also *independent(X)*, *scaffolding*

**Rebus** – A mode of expressing words and phrases by using pictures of objects whose names resemble those words

**Revising** – A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text; see also *editing*, *rewriting*

**Rewriting** – A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to *revising*, a larger-scale activity more akin to replacement than refinement; see also *editing*, *revising*  
Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects

**Scaffolding** – Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on

**Short research project** – An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time

**Source** – A text used largely for informational purposes, as in research.

**Standard English** – In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2

**Technical subjects** – A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music

**Text complexity** – The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations

**Text complexity band** – A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness)  
Textual evidence – See *evidence*

**With prompting and support/with (some) guidance and support** – See *scaffolding*