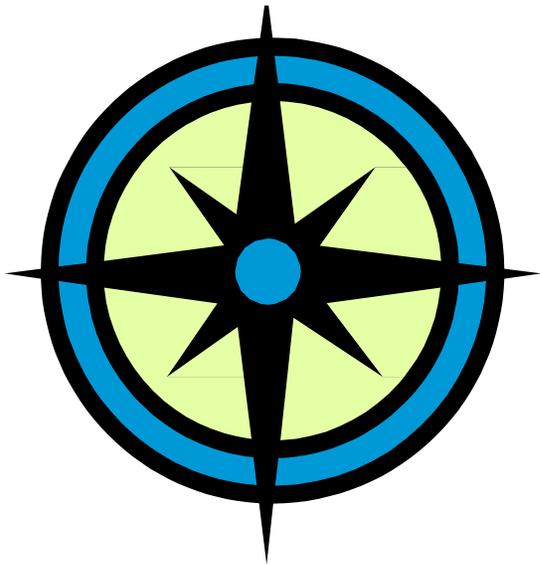


# TEACHER GUIDANCE

*FOR TEACHING THE GEORGIA  
STANDARDS of EXCELLENCE (GSE)*



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*



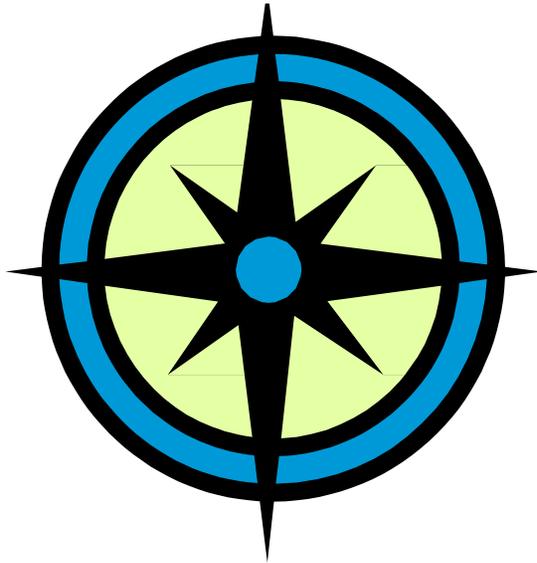
*Grade Four*

## **Introduction**

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### **About Grade Four**

Students in fourth grade read on a variety of topics, with a focus on increasing their ability to read aloud with fluency and comprehension. Third graders read thoughtfully, discover details, extract meaning from what they read, and read more complex texts. They enjoy a variety of genres, including fiction and non-fiction texts and poetry. Fourth graders are working independently on research projects and making all of their writing more sophisticated and meaningful. With some guidance, they use all aspects of the writing process in producing their own compositions and reports and in using technology to publish their writing. They are becoming more adept at summarizing main points from literary and informational texts, and they use more abstract skills of synthesis and evaluation in writing. By the end of the fourth grade, students are aware of the importance of the conventions of language. Fourth graders understand the importance of spelling and the importance of correct language usage. Fourth-grade responses to questions are more logically developed as students show evidence of expanding language with increased vocabulary and a wider range of language structures. Fourth graders are aware of the many registers of language, and they become flexible in their ability to vary language patterns in both speaking and writing. These students are ready to engage in abstract discussions as they respond to text and to life experiences. Students also write in a variety of genres. While the Fourth Grade GSE make clear specific expectations for reading, writing, speaking, listening, and language, these standards need not be a separate focus for instruction. Often, several standards can be addressed by a single, rich task.



## GSE TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks, and  
suggested key terms*

	<b>Fourth Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

**Skills/Concepts for Students:**

- 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)

**Instructional Strategies for Teachers:**

- Model for students what kind of information goes in their notes, focusing on literary elements and avoiding extraneous detail
- Review basic knowledge of narrative elements: plot, characters, setting, etc.
- Consistently require evidence for claims and inferences made about a text; provide explicit instruction on the nature of “inference”
- Model use of graphic organizers, close reading, and note-taking strategies for recording evidence
- Use text-based questions that require drawing inferences and finding specific evidence from texts in order to answer appropriately
- Model the use of sentence starters such as “The author says…” and “In the first passage, …” to encourage students to provide evidence from the text. Anchor charts can be created to remind students of this practice.

**Sample Performance-based/Standards-based Task(s):**

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, based upon what they have just read. Scaffold understanding of the term “inference.” Have students use this knowledge to pull evidence from the text to put in the second column that supports each of their inferences. 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). This discussion will provide a strong model for how we go about pulling evidence from the text to support our inferences.

**Suggested Key Terms:**

explicit	implicit	inference	rising action	falling action	problem
solution	plot	characters	setting	climax	conflict
resolution					

	<b>Fourth Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</b>

**Skills/Concepts for Students:**

- Learn and understand the meaning of theme
- Understand and use close reading strategies for determining theme (e.g., look at the characters 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, such as taking notes, re-reading, summarizing, and paraphrasing

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Provide students with examples of themes in well-known texts
- Theme is a vague concept; provide modeling, examples, and extensive practice with finding the theme in a literary text
- Model note taking and how to summarize the text both orally and in writing
- Review basic knowledge of narrative elements: plot, characters, setting, rising and falling action, climax, conflict, and resolution
- Review structure and critical elements of story, drama, and poetry

**Sample Performance-based/Standards-based Task(s):**

Present students with several short texts from multiple genres that have a thematic connection (for example, “You can’t judge by appearances,” or “leaving home”). Provide them with effective strategies for determining theme. Students may work in small groups to compare 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.

**Suggested Key Terms:**

theme            setting            character            drama            poem            summarize            paraphrase            plot

	<b>Fourth Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE4RL3: 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).</b>

**Skills/Concepts for Students:**

- Understand and use close reading strategies to analyze characters, settings, and events in a story or drama
- Use specific details from the text to aid in describing a character’s thoughts, words, or actions
- Take detailed notes about characters, setting, and events and how they change over time
- Think about why authors make the choices that they make as you read (e.g. for what reason is the story 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)

**Instructional Strategies for Teachers:**

- Include thoughtful discussion about an author’s choices as you read
- Model the noticing of various details from text, such as subtle characterizations through author’s word choice
- Provide explicit instruction on plot, character, setting, and characterization (definitions and examples); help students understand that this information is never an end itself, but it is a vehicle to understand the author’s message (e.g., it is not as important that the story was set on Mars as it is WHY the story was set on Mars)
- Model how to use details from the text to create an in-depth description of a character, setting, or event in a story or drama (Notice & Note strategies)

**Sample Performance-based/Standards-based Task(s):**

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 their own lives. 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?

**Suggested Key Terms:**

explicit	implicit	inference	describe	details	
rising action	falling action	problem	setting	climax	conflict
solution	plot	characters	resolution		

	<b>Fourth Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE4RL4: 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>

**Skills/Concepts for Students:**

- Identify unknown words in a text
- Research unknown words to discover the origin, history, or mythological connections to current definitions
- Make connections between definitions and the author’s use of the word in the text being read
- Transfer understanding to identify similar allusions in various contexts/texts

**Instructional Strategies for Teachers:**

- Include vocabulary study when introducing a literary text to assist students in understanding the meaning of words in context
- Guide students in recognizing how the author’s purposeful inclusion of allusion enhances the text and impacts their understanding
- Emphasize vocabulary derived from allusions to mythological characters when reading literary texts (e.g. Pandora’s box, Achilles heel, Midas touch)
- Understand that this standard is intended to focus on vocabulary, not on the explicit teaching of mythology texts

**Sample Performance-based/Standards-based Task(s):**

Select a literary text containing multiple mythological allusions. Guide students in discovering these unknown words. Students will make lists of unfamiliar vocabulary (in vocabulary notebooks, on Google Docs, etc.). Provide resources (e.g. myths, dictionaries, internet) for students to research the meanings of unknown words. Students may compare/contrast the stories of mythological characters with the use of allusion in the context of the current text and create a product to explain the connections to their peers.

**Suggested Key Terms:**

mythology                      allude/allusion                      context

	<b>Fourth Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE4RL5: 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>

**Skills/Concepts for Students:**

- Identify the ways in which the text is structured (e.g. paragraphs, headings, stanzas, acts, etc.)
- Understand the literary and structural elements of each of the text types: poems, drama, and prose
- Incorporate key terms to describe the differences between poems, dramas, and prose in your discussion and written responses to these text types
- Compare and contrast the structural elements of poems, dramas, and prose, and be able to explain them through writing and speaking
- Create graphic representations of structure and organization to show understanding

**Instructional Strategies for Teachers:**

- Make structure a routine part of text analysis discussions
- Include opportunities to study poetry, drama, and prose in unit plans, especially among short literary text choices
- Provide explicit instruction (definitions and examples) on structural elements using literary terms such as dialogue, stage direction, stanza, etc. (see vocabulary list below)

**Sample Performance-based/Standards-based Task(s)**

Provide students with a familiar fairy tale. Have students rewrite the fairy tale as a poem and as a drama, complete with the structural elements of each as mentioned in the standard.

**Suggested Key Terms:**

drama	prose	poem	structure	verse	rhythm	meter	setting
description	dialogue	rhyme	stage direction	narration	scene	rhyme scheme	act
cast	compare/contrast						

	<b>Fourth Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</b>

**Skills/Concepts for Students:**

- Identify who is telling a story
- Identify the difference between first- and third-person point of view
- Compare and contrast the point of view of multiple pieces of text

**Instructional Strategies for Teachers:**

- Provide examples of texts written from various points of view
- Explicitly identify the pronouns that indicate point of view and have students look for them in a variety of literary texts
- Have students experiment with writing from different narrative perspectives

**Sample Performance-based/Standards-based Task(s):**

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. Allow students to choose a book and then provide students with a recording sheet or several notecards on which to write the title of the text and the point of view it includes. Students should also record the clues that helped them to determine the point-of-view in the text (mostly pronouns).

**Suggested Key Terms:**

narrator      point of view      first person      third person

	<b>Fourth Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying similarities and differences.</b>

**Skills/Concepts for Students:**

- Identify specific descriptions, events, and character traits in a written story or drama
- When viewing or listening to a visual or oral presentation of the same elements in the written version, compare how these elements are presented or changed

**Instructional Strategies for Teachers:**

- Use graphic organizers to record elements in a text as compared to the visual or oral representation of the same pieces
- Utilize close reading strategies to analyze a specific scene, event, or character in a text and draw comparisons to visual or oral presentations

**Sample Performance-based/Standards-based Task(s):**

Choose a grade-appropriate text that has been made into an acceptable movie version. View a segment of the movie that correlates to a scene, character, or event from the book. Have student note the differences between the written text and the visual presentation. In pairs or small groups, students can discuss their findings and create a written response showing the connections they made.

**Suggested Key Terms:**

visual text

written text

compare/contrast

	<b>Fourth Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<p><b>ELAGSE4RL8: (Not applicable to literature)</b></p> <p><b>ELAGSE4RL9: 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></p>

**Skills/Concepts for Students:**

- Identify and compare themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures

**Instructional Strategies for Teachers:**

- Model using read-aloud/think-aloud from a wide selection of literature from different cultures to identify themes, topics, and patterns of events
- Use graphic organizers to record key details from the texts that identify how theme is depicted in a variety of multicultural texts

**Sample Performance-based/Standards-based Task(s):**

Using common fairy tales and their versions written from other cultural perspectives, have students compare and contrast the themes and patterns of events contained within each.

**Suggested Key Terms:**

traditional literature	theme	topics
pattern of events	myth	

	<b>Fourth Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE4RL10: 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>

**Skills/Concepts for Students:**

- Practice careful and attentive reading of both assigned texts and independent text choices
- Demonstrate independent reading within or beyond the grade 4-5 text complexity band
- 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)

**Instructional Strategies for Teachers:**

- Utilize read-aloud/think-aloud strategies to model reading and comprehending literary texts within and above the 4-5 grade band
- Provide students opportunities to engage in reading complex text
- Encourage reading through multiple modes: groups, pairs, individual, in class, out of class, via digital media
- Provide opportunities for students to show they are comprehending text by writing, responding orally, and using technology to convey what they have read
- Provide scaffolding on difficult texts

**Sample Performance-based/Standards-based Task(s):**

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (which 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 independent 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.

	<b>Fourth Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

**Skills/Concepts for Students:**

- Understand and use close reading strategies to identify details and examples in informational text
- Support ideas about a text with evidence from the text (details and examples)
- Know and understand how to find explicit information in a text
- Know and understand how to make inferences from what you read
- Take detailed notes in order to remember important details and examples from the text

**Instructional Strategies for Teachers:**

- Provide explicit instruction on the concepts of explicit details and examples as well as inferential meaning in an informational text
- Model close reading and note-taking with an emphasis on how to find relevant details from the text
- Explicitly teach students how to cite evidence from the text, both in writing and in discussions

**Sample Performance-based/Standards-based Task(s):**

After reading 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 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 they 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.

**Suggested Key Terms:**

implicit                      explicit                      fact/opinion                      inference                      detail                      cite  
 example

	<b>Fourth Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b>

**Skills/Concepts for Students:**

- 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
- Use key details and examples as well as inferences to determine the main idea
- Use notes and paraphrasing to construct a summary of the text

**Instructional Strategies for Teachers:**

- Engage students in using various informational texts to identify the main idea and the supporting key details
- Model note-taking and constructing a summary of informational text
- Demonstrate how to paraphrase, and provide students with opportunities to practice
- Explicitly teach strategies for determining main idea in an informational text (e.g. word frequency, topic sentences)

**Sample Performance-based/Standards-based Task(s):**

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.

**Suggested Key Terms:**

informational	topic	detail	support	evidence	structure
summary	paraphrase	main idea			

	<b>Fourth Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE4RI3: 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>

**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 of important facts and details from extraneous ones
- Use specific details from text when explaining events, procedures, ideas, and concepts

**Instructional Strategies for Teachers:**

- Use graphic organizers to illustrate connections and distinctions (such as Venn-diagrams and t-charts)
- Require students to create outlines which trace the development of ideas or arguments in informational texts
- Provide examples of the kinds of connections to be made within a text (e.g. point out comparisons and contrasts)
- Provide routine writing opportunities that require students to think about and identify connections within and between texts

**Sample Performance-based/Standards-based Task(s):**

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.

**Suggested Key Terms:**

informational text	procedure	idea	concept	historical	scientific
technical	specific	evidence	organization	extraneous	
graphic features					

	<b>Fourth Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE4RI4: 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>

**Skills/Concepts for Students:**

- Read a variety of texts and incorporate new words into oral and written language
- Apply learned strategies to determine the meaning of unknown words (e.g. context clues, reference materials, word families, etc.)
- Know the difference between general academic and domain-specific words and phrases

**Instructional Strategies for Teachers:**

- Engage students in activities to experiment with words (e.g. word games, word walls, sorting words, etc.)
- Explicitly teach various strategies for determining the meaning of unknown words, especially academic and domain-specific vocabulary (e.g. context, roots, affixes, and reference materials)
- Provide opportunities for focused study of vocabulary from informational texts that students will encounter in academic and career situations

**Sample Performance-based/Standards-based Task(s):**

Choose a topic relevant to grade 4 content (science and social studies) and provide students with several informational documents to study (brochures, short articles, etc.) In small groups, have students locate key domain-specific words to illustrate and define on a vocabulary graphic organizer (e.g. Frayer model). Choose 3-5 academic vocabulary words which are significant in the text to include, as well. Have students create graphic non-linguistic representations of the terms and use them in discussion prior to writing sentences containing the words. Consider things such as affixes, root words, languages of origin, abbreviations, and context.

**Suggested Key Terms:**

academic	domain	relevant	context	reference	affix
suffix	prefix	technical			

	<b>Fourth Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE4RI5: 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>

**Skills/Concepts for Students:**

- Understand and recognize common organizational structures in informational texts (e.g. chronological order, cause and effect, comparisons, etc.)
- Identify key words and phrases that indicate organizational structure of events, ideas, concepts, or information in text

**Instructional Strategies for Teachers:**

- Explicitly teach key words and phrases that indicate specific embedded structures of informational text
- Model close reading to identify the structure and purpose of the text
- Use graphic organizers to record key words or phrases that support the overall structure of informational text

**Sample Performance-based/Standards-based Task(s):**

Create a word wall or an anchor chart to include key words and phrases for types of informational text structures.

Chronology: before, after, then, first, last, etc.

Cause/Effect: as a result, therefore, because, due to, etc.

Comparison: yet, similarly, difference between, etc.

Students will refer to the word wall and contribute to it as they read and listen to various informational texts. The word wall becomes a valuable reference tool for reading and writing about informational texts.

**Suggested Key Terms:**

overall structure  
problem/solution

text features  
concepts

chronology

compare/contrast

cause/effect

	<b>Fourth Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</b>

**Skills/Concepts for Students:**

- Understand the difference between firsthand and secondhand accounts and primary and secondary source documents
- Explain how a firsthand account differs from a secondhand account when reading about the same event or topic

**Instructional Strategies for Teachers:**

- Explicitly teach students to identify a firsthand account and a secondhand account of the same event or topic
- Model the use of close reading strategies to find key words or phrases that cue readers about whether the text is a primary or secondary account
- Use historical texts that provide varying accounts of historical events to help students understand how firsthand and secondhand accounts differ

**Sample Performance-based/Standards-based Task(s):**

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.). 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, or have students work in pairs – one student gives the firsthand account, and the other gives the secondhand account. A written response could be added as well.

**Suggested Key Terms:**

compare                      contrast                      firsthand                      secondhand                      account                      primary                      secondary

	<b>Fourth Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE4RI7: 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>

**Skills/Concepts for Students:**

- Notice the various text features located in informational texts
- Understand and explain why graphic features and other visual, oral, or quantitative types of information are used to help the reader understand the text

**Instructional Strategies for Teachers:**

- Provide students with opportunities to use multiple print and digital sources
- Model for students how to use digital charts, graphs, timelines, animations, and interactive elements on web pages to enhance comprehension

**Sample Performance-based/Standards-based Task(s):**

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.

**Suggested Key Terms:**

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

	<b>Fourth Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE4RI8: Explain how an author uses reasons and evidence to support particular points in a text.</b>

**Skills/Concepts for Students:**

- Identify specific reasons and evidence found in informational texts
- Connect the reasons and evidence to points the author states

**Instructional Strategies for Teachers:**

- Explicitly teach students to find reasons, evidence, and author’s points (claims) in informational texts
- Provide students with opportunities to examine various texts to see how the author uses evidence to support particular points
- Model how to use notes to explain reasons and evidence the author gives to support a particular point

**Sample Performance-based/Standards-based Task(s):**

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 with three columns. In the first column, they will record the main points that the author makes, and in the second column, they will record the evidence from the text that supports each point. In the third column, have students write two or three 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 it works: It proves that you will not be inconvenienced by not being able to charge your car (Or does it? Students may disagree. Fifty is really not very many, and what about people who don’t live in major cities?)

**Suggested Key Terms:**

claim                      reasons                      evidence                      support                      point

	<b>Fourth Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</b>

**Skills/Concepts for Students:**

- Read and take notes from two texts on the same topic
- Synthesize relevant information from both texts in writing and speaking

**Instructional Strategies for Teachers:**

- Explicitly teach students to read closely and to record relevant information from two sources on the same topic
- Use graphic organizers to support a process for recording and organizing information
- Integrate short research projects and other writing opportunities that require students to integrate information from multiple sources

**Sample Performance-based/Standards-based Task(s):**

Choose a topic in the 4<sup>th</sup> grade curriculum (science or social studies) and find paired passages on the topic that contain information that students will be able to synthesize. After modeling the use of a graphic organizer, provide students with a process for using it for this task. Design a prompt that requires student to draw key ideas and details from both texts to create a written response.

**Suggested Key Terms:**

integrate                      topic                      synthesize

	<b>Fourth Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE4RI10: 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.</b>

**Skills/Concepts for Students:**

- Read a wide variety of informational texts
- Use close reading strategies and note-taking to support comprehension of complex texts

**Instructional Strategies for Teachers:**

- Utilize read-aloud/think-aloud strategies to model reading and comprehending informational texts within and above the 4-5 grade band
- Provide students with opportunities to engage in reading complex texts
- Encourage reading through multiple modes: groups, pairs, individual, in class, out of class, via digital media
- Provide opportunities for students to show they are comprehending text by writing, responding orally, and using technology to convey what they have read
- Provide scaffolding on difficult texts

**Sample Performance-based/Standards-based Task(s):**

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.

	<b>Fourth Grade GSE</b>
	<b>Reading Foundational (RF)</b>
	<b>ELAGSE4RF1: ELAGSE4RF2: Kindergarten and First grade only</b>  <b>ELAGSE4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> <b>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.</b>

**Skills/Concepts for Students:**

- Apply knowledge of letter-sound correspondences, syllable patterns, and prefixes/suffixes when reading
- Use a range of cueing systems (phonics and context clues) to determine pronunciation and meaning
- Recognize common root words, prefixes, and suffixes
- Identify the meaning of common root words to determine the meaning of unfamiliar words

**Instructional Strategies for Teachers:**

- Provide differentiated, small group instruction in phonics and word analysis skills as needed
- Provide additional opportunities for students to master the skills and concepts through the use of literacy centers
- Explicitly teach strategies for identifying multi-syllabic words (e.g. break down words into smaller units, look for syllables and affixes)

**Sample Performance-based/Standards-based Task(s):**

The teacher will provide students with ongoing opportunities to apply their knowledge of letter-sound correspondences, syllable patterns, morphology, and multi-syllabic words when reading various texts. Students will participate in keeping a word journal in which they use roots and affixes to create new words as well as include the meaning of those new words.

**Suggested Key Terms:**

affixes	prefixes	suffixes
roots	morphology	multisyllabic word

	<b>Fourth Grade GSE</b>
	<b>Reading Foundational (RF)</b>
	<b>ELAGSE4RF4: Read with sufficient accuracy and fluency to support comprehension</b> <b>a. Read on-level text with purpose and understanding.</b> <b>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</b> <b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>

**Skills/Concepts for Students:**

- Read on-level text (including prose and poetry) accurately and frequently using appropriate expression and rate
- Use self-correction and rereading to improve fluency
- Self-monitor and use context clues when reading to aid with self-correcting, word recognition, and understanding the meaning of the text

**Instructional Strategies for Teachers:**

- Model fluent reading for students
- Provide opportunities for students to read independently, and monitor their fluency rates
- Provide opportunities for students to read aloud on-level text with purpose and understanding (choral, echo, and partner reading)
- Provide opportunities for repeated reading practice
- Engage students in various fluency building activities (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 Performance-based/Standards-based Task(s):**

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 students will rewrite the text in the form of a puppet show and perform it for others.

**Suggested Key Terms:**

fluency	appropriate rate	expression	self-correct	self-monitor	choral read
repeated read	accuracy	context clue	purpose		

	<b>Fourth Grade GSE</b>
	<b>Writing (W)</b>
	<p><b>ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</b></p> <p><b>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></p> <p><b>b. Provide reasons that are supported by facts and details.</b></p> <p><b>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</b></p> <p><b>d. Provide a concluding statement or section related to the opinion presented.</b></p>

**Skills/Concepts for Students:**

- Determine how to clearly introduce a topic
- Formulate an opinion and provide reasons that are supported with facts and details
- Distinguish between fact and opinion
- Select a focus for writing by using an organizational structure that is appropriate to a specific purpose, audience, and context
- Include links between an opinion and the reasons used to support it
- Include a concluding statement or section

**Instructional Strategies for Teachers:**

- Model opinion writing strategies through mini-lessons as part of writing workshop
- Read aloud and provide opportunities for independent reading of books that address the opinion of an author
- Identify and model key vocabulary that will enable students to use words, phrases, and clauses to link an opinion with reasons used to support it

**Sample Performance-based/Standards-based Task(s):**

The teacher will provide students a list of four possible field trip destinations, recognizing that the field trips 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 field trips. Students will work independently to explain their opinion of why the grade level needs to take one of the field trips. 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 field trips.

**Suggested Key Terms:**

topic	fact	opinion	evidence	support
audience	point of view	organizational structure	concluding statement	writer’s purpose

	<b>Fourth Grade GSE</b>
	<b>Writing (W)</b>
	<p><b>ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <p><b>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></p> <p><b>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</b></p> <p><b>c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).</b></p> <p><b>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>e. Provide a concluding statement or section related to the information or explanation presented.</b></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 for writing
- Include appropriate facts and details and exclude extraneous details and inappropriate information
- Draw from more than one source of information (e.g. speakers, books, newspapers, online materials)
- Use specific language to inform or explain the topic
- Include transition words and phrases, appropriate formatting, and illustrations or multimedia as support for explaining the topic
- Provide a clear introduction and conclusion to the writing

**Instructional Strategies for Teachers:**

- Model informational writing strategies through mini-lessons as part of writing workshop, including organizational structures, text/graphic features, and transitions
- Provide students with opportunities to use various forms of technology to aid in writing
- Model for students how to choose appropriate sources and to correctly acknowledge information obtained from them
- Provide explicit instruction in determining what qualifies as relevant information or evidence as opposed to irrelevant or trivial information
- Share exemplar student work as well as real-world examples of informational writing

**Sample Performance-based/Standards-based Task(s):**

Allow students to respond to an informational writing prompt 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.

**Suggested Key Terms:**

informative                      explanatory      topic                      relevant/irrelevant      text features                      extraneous                      transition  
audience

	<b>Fourth Grade GSE</b>
	<b>Writing (W)</b>
	<p><b>ELAGSE4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p> <p><b>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that naturally.</b></p> <p><b>b. Use dialogue and description to develop experiences and events or to show the responses of characters to situations.</b></p> <p><b>c. Use a variety of transitional words and phrases to manage the sequence of events.</b></p> <p><b>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</b></p> <p><b>e. Provide a conclusion that follows from the narrated experiences or events.</b></p>

**Skills/Concepts for Students:**

- Establish a situation, narrator, and/or characters
- Create an engaging beginning and point of view to develop reader interest
- Use dialogue, descriptions, concrete details, and sensory details to reveal characters and develop experiences and events
- Sequence events logically using transitional words and phrases
- Create a logical conclusion that is aligned with the sequence of events

**Instructional Strategies for Teachers:**

- Model narrative writing strategies through mini-lessons as part of writing workshop, including dialogue, description, and pacing
- Guide students to create a list of transition words, phrases, and clauses for their writing journal or for a class anchor chart
- Encourage students to imitate the style and voice of their favorite authors in their own writing

**Sample Performance-based/Standards-based Task(s):**

Using a current literary text, ask students to write a prologue that tells what was happening before the time when the rising action of the story begins. Student 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, clearly sequenced events, or dialogue.

**Suggested Key Terms:**

narrator	character	event sequence	situation	conclusion
dialogue	transitional words	concrete details	sensory details	

	<b>Fourth Grade GSE</b>
	<b>Writing (W)</b>
	<b>ELAGSE4W4: 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.)</b>

**Skills/Concepts for Students:**

- Understand the reason for writing and decide on task, purpose, or audience
- Produce writing that includes clear idea development and organization and that is appropriate to the determined task, purpose, and audience

**Instructional Strategies for Teachers:**

- Have students routinely write in a variety of genres, formats, settings, and time frames
- Provide explicit instruction on effectively reading a prompt to determine audience and purpose
- Ensure that students complete all steps of the writing process, with a special focus on the evolution of a piece between first and second drafts

**Sample Performance-based/Standards-based Task(s):**

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

**Suggested Key Terms:**

audience                      purpose                      structure                      development                      task                      coherent  
organization

	<b>Fourth Grade GSE</b>
	<b>Writing (W)</b>
	<b>ELAGSE4W5: 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.)</b>

**Skills/Concepts for Students:**

With guidance and support from peers and adults:

- Use notes or graphic organizers to plan writing ahead of time
- Revise selected drafts by adding, deleting, consolidating, or rearranging text
- Edit writing to correct errors in spelling, grammar, and punctuation

**Instructional Strategies for Teachers:**

- Demonstrate different ways to plan and draft writing, including the use of graphic organizers and writing planning sheets (e.g. outlines, boxes and bullets)
- Provide students with exemplars to revise and edit
- Use multiple strategies to help students edit and revise their writing, including peer and teacher conferences and technology software
- Model for and support students as they use the writing process

**Sample Performance-based/Standards-based Task(s):**

Provide students will well-written sentences or paragraphs from familiar texts. Invite them to notice conventions and craft that demonstrate the commands of language. (Jeff Anderson Mentor Sentences)

**Suggested Key Terms:**

revise	edit	consolidate
conventions	craft	mentor sentences

	<b>Fourth Grade GSE</b>
	<b>Writing (W)</b>
	<b>ELAGSE4W6: 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.</b>

**Skills/Concepts for Students:**

With guidance and support from peers and adults:

- Use technology to develop, revise, edit, and publish writing
- Use technology to interact with and collaborate with others
- Use keyboarding skills to type a minimum of one page in a single setting

**Instructional Strategies for Teachers:**

- Provide guidance on navigating source materials on the internet
- Demonstrate how to use technology to communicate and interact with others about writing
- Explain important elements of digital citizenship (online etiquette) to ensure that students are using the internet appropriately
- Demonstrate how to use technology to produce writing
- Model for students how to correctly acknowledge information obtained from sources

**Sample Performance-based/Standards-based Task(s):**

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.

**Suggested Key Terms:**

internet                      collaborate                      keyboarding                      navigate                      produce                      publish  
type                              digital citizenship                      online etiquette

	<b>Fourth Grade GSE</b>
	<b>Writing (W)</b>
	<b>ELAGSE4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b>

**Skills/Concepts for Students:**

- Read a variety of sources on a topic, take notes, and synthesize information to create a research paper
- Learn to navigate the web and the media center effectively, narrowing your searches appropriately
- Conduct independent research on topics of interest to you
- Correctly acknowledge information obtained from sources

**Instructional Strategies for Teachers:**

- 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 Performance-based/Standards-based Task(s):**

Provide students with a topic that is connected to the theme of your current unit. Topics should be ones on which information is readily available. Give each student a supply of index cards on which to record information about different aspects of his or her topic. Students should use resources that come from at least two different mediums and formats to gather information. The goal of this activity, which should be repeated at frequent intervals throughout the year, is to have students gather meaningful and useful information in an efficient manner.

**Suggested Key Terms:**

research                      investigate                      aspects

	<b>Fourth Grade GSE</b>
	<b>Writing (W)</b>
	<b>ELAGSE4W8: 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.</b>

**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

**Instructional Strategies for Teachers:**

- 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 research
- Provide explicit instruction on paraphrasing and summarizing
- Model for students how to correctly acknowledge information obtained from sources

**Sample Performance-based/Standards-based Task(s):**

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

**Suggested Key Terms:**

relevant	note taking	source (print and digital)	appendices	bibliography
categorize	citations	references	endnotes	database

	<b>Fourth Grade GSE</b>
	<b>Writing (W)</b>
	<b>ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> <b>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> <b>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”).</b>

**Skills/Concepts for Students:**

- Analyze and reflect on key details as evidence of understanding a text
- Make decisions about why an author chose to use specific details or reasons within a text, and support them with evidence
- Describe in depth a character, setting, or event in a story or drama
- Apply fourth grade reading standards to literary and informational texts used to support writing

**Instructional Strategies for Teachers:**

- Engage students in opportunities to describe in depth a character, setting, or event in a story or drama
- Engage students in opportunities to use informational texts to support the reasons an author gives to support a point
- Follow suggested 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

**Sample Performance-based/Standards-based Task(s):**

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.

**Suggested Key Terms:**

literary	informational	describe	evidence
event	drama	reasons	

	<b>Fourth Grade GSE</b>
	<b>Writing (W)</b>
	<b>ELAGSE4W10: 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.</b>

**Skills/Concepts for Students:**

- Maintain a portfolio of written work, not only for reflection but also as a resource for ideas, work samples. etc.
- Build stamina for longer writing projects on a variety of topics
- Utilize planning, revising, and editing when appropriate for task, purpose, and audience

**Instructional Strategies for Teachers:**

- Provide frequent opportunities for writing
- Provide specific feedback on as much 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 from various subject areas

**Sample Performance-based/Standards-based Task(s):**

See sample tasks provided for ELAGSE4W1 through ELAGSE4W9 for suggestions on implementation of routine, research, and the exploration of writing in grade 4.

	<b>Fourth Grade GSE</b>
	<b>Speaking and Listening (SL)</b>
	<p><b>ELAGSE4SL1: 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</b></p> <p><b>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></p> <p><b>b. Follow agreed-upon rules for discussions and carry out assigned roles.</b></p> <p><b>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.</b></p> <p><b>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</b></p>

**Skills/Concepts for Students:**

- Participate in student-to-teacher, student-to-student, and group verbal actions appropriately
- Give reasons in support of opinions expressed
- Clarify, illustrate, and expand on a response when asked to do so; ask classmates for similar expansions
- Read required texts in advance of discussions and be prepared to use textual evidence during the discussions
- Cooperate with teachers and peers by participating and following rules and procedures for group discussions

**Instructional Strategies for Teachers:**

- Require preparation for collaborative discussion
- Model and guide students in preparing for and conducting appropriate discussions

**Sample Performance-based/Standards-based Task(s):**

Conduct a class debate on a topic of student interest. See sample task listed in standard ELAGSE4SL4.

**Suggested Key Terms:**

brainstorm                      collaborate                      express  
 respect

	<b>Fourth Grade GSE</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b>

**Skills/Concepts for Students:**

- Understand the difference between “paraphrase” and “summarize”
- Practice paraphrasing various types of text/information (e.g. read alouds, graphs, charts, speeches, audio recordings)
- Present paraphrased material in writing, speaking or multimedia formats

**Instructional Strategies for Teachers:**

- Model, guide, and practice paraphrasing using a wide range of texts and media
- Provide opportunities for students to listen to text read aloud and paraphrase the content
- Show examples of summaries and paraphrased text to help students distinguish between them

**Sample Performance-based/Standards-based Task(s):**

Use a jigsaw activity in which small groups of students paraphrase a portion of a text or video. Groups can then combine with other groups to combine their paraphrased text to develop a complete summary of the entire product.

**Suggested Key Terms:**

paraphrase  
visually

diverse media  
quantitatively

formats  
orally

	<b>Fourth Grade GSE</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELAGSE4SL3: Identify the reasons and evidence a speaker provides to support particular points.</b>

**Skills/Concepts for Students:**

- Summarize the points a speaker makes without including your own opinion
- Listen carefully to identify specific reasons and evidence presented
- Record notes as you listen using appropriate graphic organizers

**Instructional Strategies for Teachers:**

- Engage students in the use of graphic organizers to record key ideas, reasons, and evidence presented
- Model summarizing the claims made by the speaker or presenter, and then explain how each claim is supported by the evidence
- Provide students opportunities to listen to a speaker either in person or in a virtual format

**Sample Performance-based/Standards-based Task(s):**

Provide students with an opportunity to listen to a famous speech that supports grade 4 content standards (you may provide a dramatic interpretation or a video or audio) and require students to identify the claims and evidence 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 guide.

**Suggested Key Terms:**

summarize	claim	evidence	support
reasons	paraphrase	points	

	<b>Fourth Grade GSE</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELAGSE4SL4: 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.</b>

**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

**Instructional 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 Performance-based/Standards-based Task(s):**

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](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.

**Suggested Key Terms:**

pacing	fluency	word choice	eye contact
confidence	evidence	logic	

	<b>Fourth Grade GSE</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELAGSE4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</b>

**Skills/Concepts for Students:**

- Understand the concepts of main ideas and themes
- Learn about and use digital tools for gathering and sharing information
- Understand and use appropriate software and apps to add audio and visual features to presentations
- Apply keyboarding skills to produce text in the quantities and within the time limits required

**Instructional Strategies for Teachers:**

- Model for students effective ways to include visual displays within presentations
- Provide students with strategies for identifying main idea and theme
- Provide technology for student to add these components to their presentations

**Sample Performance-based/Standards-based Task(s):**

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.

**Suggested Key Terms:**

audio recordings  
 theme  
 apps

visual displays  
 main idea

multimedia  
 software

	<b>Fourth Grade GSE</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELAGSE4SL6: 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.)</b>

**Skills/Concepts for Students:**

- Understand the differences between formal English and informal English
- Know when to apply formal or informal language in various contexts

**Instructional Strategies for Teachers:**

- Explore creative ways to incorporate grammar and conventions into daily instruction
- Model using formal and informal speech in a variety of situations
- Provide guided and independent practice regularly

**Sample Performance-based/Standards-based Task(s):**

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.

**Suggested Key Terms:**

informal English                      formal English                      adapt                      context                      vary

	<b>Fourth Grade GSE</b>
	<b>Language (L)</b>
	<p><b>ELAGSE4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</b></p> <p><b>b. Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb aspects.</b></p> <p><b>c. Use helping verbs (e.g., can, may, must) to convey various conditions.</b></p> <p><b>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</b></p> <p><b>e. Form and use prepositional phrases.</b></p> <p><b>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</b></p> <p><b>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</b></p> <p><b>h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.</b></p>

**Skills/Concepts for Students:**

- Consistently review and maintain the grammatical knowledge acquired in school
- Use and identify the eight parts of speech (e.g. noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection) in speaking, reading, and writing
- Look for examples of these new concepts in texts you read
- Practice cursive writing skills on various writing tasks

**Instructional Strategies for Teachers:**

- Provide explicit instruction in the grammatical concepts that are new to your grade
- Add specific focus elements to rubrics for speaking and writing which include grammatical elements from your grade-level standards
- Point out examples within texts under consideration of grammatical concepts focused on your grade’s standards (use mentor texts rather than activities such as Daily Oral Language which isolate skills)
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level (located at the end of this document)

**Sample Performance-based/Standards-based Task(s):**

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 becoming adept at recognizing the construction, but may become engaged in the hunt through competition and possible rewards, such as a homework pass.

**Suggested Key Terms:**

grammar	conventions	parts of speech	sentence diagram	pronoun	standard English	progressive
auxiliaries	adjectives	prepositions	fragment		run-on	cursive
homophone						

	<b>Fourth Grade GSE</b>
	<b>Language (L)</b>
	<p><b>ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Use correct capitalization.</b></p> <p><b>b. Use commas and quotation marks to mark direct speech and quotations from a text.</b></p> <p><b>c. Use a comma before a coordinating conjunction in a compound sentence.</b></p> <p><b>d. Spell grade-appropriate words correctly, consulting references as needed.</b></p>

**Skills/Concepts for Students:**

- Understand and apply the rules of spelling, capitalization, punctuation, and comma usage in written work

**Instructional Strategies for Teachers:**

- Consult the GSE Language Progressive Skills Chart to plan continued instruction on key aspects of grammar and conventions
- Include explicit and implicit instruction on grade-level concepts, always in connection to a text; avoid isolation of skills activities such as those included in Daily Oral Language
- Provide a rubric for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas
- Model and encourage peer editing practice

**Sample Performance-based/Standards-based Task(s):**

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.

**Suggested Key Terms:**

punctuation	coordinating conjunction	simple sentence	capitalization	compound sentence
complex sentence	commas	quotation marks	direct speech	standard English

	<b>Fourth Grade GSE</b>
	<b>Language (L)</b>
	<b>ELAGSE4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> <b>a. Choose words and phrases to convey ideas precisely.</b> <b>b. Choose punctuation for effect.</b> <b>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).</b>

**Skills/Concepts for Students:**

- Edit writing to improve word choice after checking the precision of vocabulary
- Use precise language, action verbs, sensory details, appropriate modifiers, etc.
- Notice the way in which authors use precise words and punctuation for effect, and imitate their style and usage

**Instructional Strategies for Teachers:**

- Model how to combine, expand, and reduce sentences for meaning, reader/listener interest, and style
- Seek out examples of grammatical concepts in texts (mentor sentences/text strategies)
- Consult the Language Progressive Skills Chart within the GSE to identify grammar and mechanical skills to be continued in grade 4
- Provide opportunities for guided and independent practice

**Sample Performance-based/Standards-based Task(s):**

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 add several descriptions and sensory details. Have several students share aloud with the class and lead students in a collaborative discussion about how much clearer and more enjoyable the pieces are after the revisions.

**Suggested Key Terms:**

conventions  
formal/informal English

precise  
word choice

punctuation

	<b>Fourth Grade GSE</b>
	<b>Language (L)</b>
	<p><b>ELAGSE4L4: 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.</b></p> <p><b>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</b></p> <p><b>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</b></p> <p><b>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.</b></p>

**Skills/Concepts for Students:**

- 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, affixes, and roots
- Use both print and digital reference materials to assist with determining meanings and pronunciations
- Acquire new vocabulary not only in school texts, but from your environment, from others, and from independently read or viewed texts

**Instructional Strategies for Teachers:**

- Explicitly teach semantic clues (e.g. definitions, examples, or restatements in a text)
- Explicitly teach syntactic clues (e.g. function or position of the word in a sentence)
- Provide opportunities for students to use 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 Performance-based/Standards-based Task(s):**

Have students keep a vocabulary notebook 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.

**Suggested Key Terms:**

definition      context      thesaurus      dictionary      word pattern      pronunciation      root      affix      prefix      suffix



## Fourth Grade GSE

### Language (L)

**ELAGSE4L5: 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).**

### Skills/Concepts for Students

- Notice the effect of similes and metaphors in texts and how they make stories more interesting
- Understand how sensory detail words and images impact a text
- Notice relationships between and among words, such as synonyms, antonyms, and homophones
- Compare and contrast the terms “idiom,” “adage,” and “proverb”
- Consider the connotations of various words when determining the author’s purpose in using certain words

### Instructional Strategies for Teachers:

- Guide students in identifying various types of figurative language; provide contextual examples
- Choose texts rich in figurative and connotative language
- Provide explicit instruction on defining and examples of idioms, adages, and proverbs
- Teach students to translate figurative expressions into concrete language and vice versa

### Sample Performance-based/Standards-based Task(s):

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

Idiom: A chain is only as strong as its weakest link.

Paraphrase: One weak person can ruin a project.

Adage: One bad apple can spoil the bunch.

### Suggested Key Terms:

figurative  
idiom

literal  
synonym

connotation  
antonym

metaphor

simile

proverb

adage

	<b>Fourth Grade GSE</b>
	<b>Language (L)</b>
	<b>ELAGSE4L6: 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, winned, stammered) and words and phrases basic to a particular topic (e.g. wildlife, conservation and endangered wen discussing animal preservation).</b>

**Skills/Concepts for Students:**

- Read a variety of texts and incorporate new words and phrases into oral and written language
- Keep a vocabulary notebook for both general academic and domain-specific vocabulary

**Instructional Strategies for Teachers:**

- Expose students to a wide variety of words, both formal and informal
- Explicitly teach vocabulary using a systematic approach that supports student acquisition of academic and domain-specific words and phrases

**Sample Performance-based/Standards-based Task(s):**

Have students keep a record of new words relevant to topics and concepts in grade 4 standards. Establish a word wall that grows throughout the year and is used as a reference tool. Students should be held accountable for including new words in their writing and discussion via a rubric or checklist.

**Suggested Key Terms:**

context      vocabulary      academic      domain-specific



# Revisions to GSE

*A comparison of the previous standards and the revised GSE*

## Overview

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This section is not meant to serve as the definitive guide to each of the Georgia Standards of Excellence (GSE); 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 altered.

## Summary of Changes for English Language Arts (ELA) Standards Fourth Grade

CCGPS for English Language Arts were revised. The revised standards were adopted on January 15, 2015. This document identifies **grade level changes for the 2015-2016 school year and beyond.**

Current Standard 2014 – 2015	Revised Standard for 2015 and Beyond
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### Reading Literary (RL)

<p><b>ELAGSE4RL7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, <del>identifying where each version reflects specific descriptions and directions in the text.</del></p>	<p>Make connections between the text of a story or drama and a visual or oral presentation of the text <b>identifying similarities and differences.</b></p>
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### Language (L)

<p><b>ELAGSE4L1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects.</li> <li>c. Use <del>modal auxiliaries</del> (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>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>).</li> <li>e. Form and use prepositional phrases.*</li> <li>f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*</li> <li>g. Correctly use frequently confused words (e.g. <i>to, too, two; there, their</i>).*</li> <li>h. Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.</li> </ol>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects.</li> <li>c. Use <b>helping/linking</b> verbs to convey various conditions.</li> <li>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>).</li> <li>e. Form and use prepositional phrases.*</li> <li>f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*</li> <li>g. Correctly use frequently confused words (e.g. <i>to, too, two; there, their</i>).*</li> <li>h. Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.</li> </ol>
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## LANGUAGE SKILLS PROGRESSION CHART

The following skills were marked with an asterisk (\*) and are included on the Language Progressive Skills chart for ELAGSE because they will 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 for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
<b>ELAGSEKL5b.</b> Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELAGSe5L5c
<b>ELAGSE1L2c.</b> Use commas in dates and to separate single words in a series.												Subsumed by ELAGSe5L2a
<b>ELAGSE1L1i.</b> Use frequently occurring prepositions.												Subsumed by ELAGSE4L1e
<b>ELAGSE1L1g.</b> Use frequently occurring conjunctions. <b>ELAGSE3L1h.</b> Use coordinating and subordinating conjunctions. <b>ELAGSE5L1e.</b> Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).												
<b>ELAGSE3L1a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <b>ELAGSE5L1a.</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
<b>ELAGSE3L1f.</b> Ensure subject-verb and pronoun-antecedent agreement.												
<b>ELAGSE3L3a.</b> Choose words and phrases for effect.												
<b>EKAGSE4L1e.</b> Form and use prepositional phrases.												
<b>ELAGSE4L1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
<b>ELAGSE4L1g.</b> Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).												
<b>ELAGSE4L3a.</b> Choose words and phrases to convey ideas precisely.												Subsumed by ELAGSE7L3a
<b>ELAGSE4L3b.</b> Choose punctuation for effect.												
<b>ELAGSE5L1d.</b> Recognize and correct inappropriate shifts in verb tense.												
<b>ELAGSE5L2a.</b> Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
<b>ELAGSE5L5c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
<b>ELAGSE6L1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.												
<b>ELAGSE6L1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
<b>ELAGSE6L1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
<b>ELAGSE6L3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
<b>ELAGSE6L3b.</b> Maintain consistency in style and tone.												

\* Darkened boxes indicate grades in which the standard should be taught.