



Welcome



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Today's Agenda

- 4th Grade ELA CCGPS Overview
- Organizational Comparisons
- Making Connections GPS/CCGPS
- Addressing Changes
- Guidelines for Instruction
- Resources



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4th Grade CCGPS

(There are four strands in ELA)



Reading

Literary	9 standards
Informational	10 standards
Foundational	2 standards

Writing

10 standards

Speaking & Listening

6 standards

Language

6 standards



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Common Core



The Standards were derived from a set of anchor standards called the "College and Career Readiness Anchor Standards," which represent what students should know and be able to do upon graduation.



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How the CCRs Inform the Common Core:



CCR READING STANDARD 1:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **ELACC4RL1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.



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An Integrated Model of Literacy



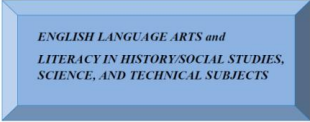
- Processes of communication are closely connected; reading and writing tasks are integrated
- Research and media skills are blended into the standards as a whole
- Students will gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or to solve problems



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Foundational Resources





**Common Core
Georgia
Performance
Standards
CCGPS**

*ENGLISH LANGUAGE ARTS and
LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS*

K-12 Educator Resource

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Organizational Comparisons



CCGPS/Strands	GPS/Domains
Reading (Informational and Literary Standards) Foundational Standards (K-5)	Reading (Informational and Literary Standards) Foundational Standards (K-2)
Writing	Writing
Speaking and Listening	Listening, Speaking, and Viewing
Language	Conventions (3-12) *embedded in Writing in K-2



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A New Paradigm...



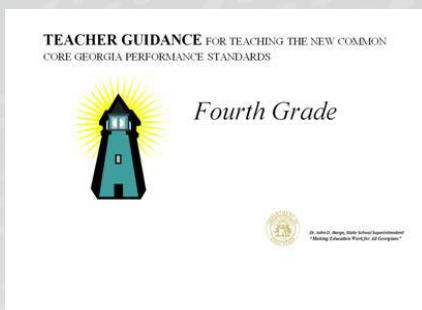
“Don’t just take your old state standards out of their boxes and swap in the Common Core Standards. [The Common Core state standards] are meant as a platform for a new instructional system, not a new list of topics for the old instructional system. [...] When we turn standards into long lists and we tell teachers to ‘cover’ instead of to teach, when we give them pacing plans and tell them to cover everything on the test, we are ‘covering’ and not learning.”

- Phil Daro,
Strategic Education Research Partnership, Washington, D.C.
Common Core Author, Mathematics



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Addressing Changes Between GPS and CCGPS



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COMMON CORE STATE STANDARDS for MATHEMATICS	
Grade 4	Grade 4
<p>4.OA.A.1 Use addition, subtraction, multiplication, and division to solve problems involving whole numbers. For example, find an unknown in a multiplication or division equation. <i>(e.g., 8 × ? = 48, 56 ÷ ? = 8, 9 × 9 = 81, 49 ÷ 7 = ?)</i></p> <p>4.OA.A.2 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. For example, calculate the area of a rectangle with side lengths of 13 and 14 by counting unit squares.</p> <p>4.OA.B.1 Find all factor pairs for a number. Recognize that a number has an even number of factors. For example, the factors of 36 are 1, 2, 3, 4, 6, 9, 12, 18, and 36.</p> <p>4.OA.B.2 Understand that a whole number has a unique prime factorization. For example, 36 = 2 × 2 × 3 × 3.</p> <p>4.OA.C.1 Use the four operations with whole numbers to solve problems. <i>(e.g., 36 + 18 = 54, 54 ÷ 9 = 6, 6 × 9 = 54, 54 - 18 = 36, 18 × 3 = 54, 54 ÷ 6 = 9, 9 × 6 = 54, 54 - 36 = 18, 36 ÷ 18 = 2, 18 × 2 = 36, 2 × 18 = 36, 36 ÷ 2 = 18)</i></p> <p>4.OA.C.2 Use the four operations with whole numbers to solve problems. <i>(e.g., 36 + 18 = 54, 54 ÷ 9 = 6, 6 × 9 = 54, 54 - 18 = 36, 18 × 3 = 54, 54 ÷ 6 = 9, 9 × 6 = 54, 54 - 36 = 18, 36 ÷ 18 = 2, 18 × 2 = 36, 2 × 18 = 36, 36 ÷ 2 = 18)</i></p> <p>4.OA.D.1 Add, subtract, multiply, and divide to solve problems involving whole numbers. <i>(e.g., 36 + 18 = 54, 54 ÷ 9 = 6, 6 × 9 = 54, 54 - 18 = 36, 18 × 3 = 54, 54 ÷ 6 = 9, 9 × 6 = 54, 54 - 36 = 18, 36 ÷ 18 = 2, 18 × 2 = 36, 2 × 18 = 36, 36 ÷ 2 = 18)</i></p> <p>4.OA.D.2 Add, subtract, multiply, and divide to solve problems involving whole numbers. <i>(e.g., 36 + 18 = 54, 54 ÷ 9 = 6, 6 × 9 = 54, 54 - 18 = 36, 18 × 3 = 54, 54 ÷ 6 = 9, 9 × 6 = 54, 54 - 36 = 18, 36 ÷ 18 = 2, 18 × 2 = 36, 2 × 18 = 36, 36 ÷ 2 = 18)</i></p>	<p>4.OA.A.1 Use addition, subtraction, multiplication, and division to solve problems involving whole numbers. For example, find an unknown in a multiplication or division equation. <i>(e.g., 8 × ? = 48, 56 ÷ ? = 8, 9 × 9 = 81, 49 ÷ 7 = ?)</i></p> <p>4.OA.A.2 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. For example, calculate the area of a rectangle with side lengths of 13 and 14 by counting unit squares.</p> <p>4.OA.B.1 Find all factor pairs for a number. Recognize that a number has an even number of factors. For example, the factors of 36 are 1, 2, 3, 4, 6, 9, 12, 18, and 36.</p> <p>4.OA.B.2 Understand that a whole number has a unique prime factorization. For example, 36 = 2 × 2 × 3 × 3.</p> <p>4.OA.C.1 Use the four operations with whole numbers to solve problems. <i>(e.g., 36 + 18 = 54, 54 ÷ 9 = 6, 6 × 9 = 54, 54 - 18 = 36, 18 × 3 = 54, 54 ÷ 6 = 9, 9 × 6 = 54, 54 - 36 = 18, 36 ÷ 18 = 2, 18 × 2 = 36, 2 × 18 = 36, 36 ÷ 2 = 18)</i></p> <p>4.OA.C.2 Use the four operations with whole numbers to solve problems. <i>(e.g., 36 + 18 = 54, 54 ÷ 9 = 6, 6 × 9 = 54, 54 - 18 = 36, 18 × 3 = 54, 54 ÷ 6 = 9, 9 × 6 = 54, 54 - 36 = 18, 36 ÷ 18 = 2, 18 × 2 = 36, 2 × 18 = 36, 36 ÷ 2 = 18)</i></p> <p>4.OA.D.1 Add, subtract, multiply, and divide to solve problems involving whole numbers. <i>(e.g., 36 + 18 = 54, 54 ÷ 9 = 6, 6 × 9 = 54, 54 - 18 = 36, 18 × 3 = 54, 54 ÷ 6 = 9, 9 × 6 = 54, 54 - 36 = 18, 36 ÷ 18 = 2, 18 × 2 = 36, 2 × 18 = 36, 36 ÷ 2 = 18)</i></p> <p>4.OA.D.2 Add, subtract, multiply, and divide to solve problems involving whole numbers. <i>(e.g., 36 + 18 = 54, 54 ÷ 9 = 6, 6 × 9 = 54, 54 - 18 = 36, 18 × 3 = 54, 54 ÷ 6 = 9, 9 × 6 = 54, 54 - 36 = 18, 36 ÷ 18 = 2, 18 × 2 = 36, 2 × 18 = 36, 36 ÷ 2 = 18)</i></p>



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4th Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

READING LITERARY (RL)	READING INFORMATIONAL (RI)
<p>Key Ideas and Details</p> <p>ELACCR1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELACCR2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>ELACCR3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Craft and Structure</p> <p>ELACCR4: 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., Hercules).</p> <p>ELACCR5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>ELACCR6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>Integration of Knowledge and Ideas</p> <p>ELACCR7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>ELACCR8: (Not applicable to literature)</p> <p>ELACCR9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>Range of Reading and Level of Text Complexity</p> <p>ELACCR10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Key Ideas and Details</p> <p>ELACCR11: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELACCR12: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>ELACCR13: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Craft and Structure</p> <p>ELACCR14: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>ELACCR15: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>ELACCR16: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Integration of Knowledge and Ideas</p> <p>ELACCR17: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>ELACCR18: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>ELACCR19: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Range of Reading and Level of Text Complexity</p> <p>ELACCR20: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

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ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- Relates theme in works of fiction to personal experience.
- Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.
- Identifies the speaker of a poem or story.
- Identifies sensory details and figurative language.
- Identifies and shows the relevance of foreshadowing clues.
- Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.
- Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.
- Identifies themes and lessons in folktales, tall tales, and fables.
- Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- Locates facts that answer the reader's questions.
- Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
- Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).
- Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).
- Distinguishes cause from effect in context.
- Summarizes main ideas and supporting details.
- Makes perceptive and well-developed connections.
- Distinguishes fact from opinion or fiction.

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

ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

- Reads a variety of texts and incorporates new words into oral and written language.
- Determines the meaning of unknown words using their context.
- Identifies the meaning of common root words to determine the meaning of unfamiliar words.
- Determines meanings of words and alternate word choices using a dictionary or thesaurus.
- Identifies the meaning of common prefixes (e.g., un-, re-, dis-).
- Identifies the meaning of common idioms and figurative phrases.
- Identifies playful uses of language (e.g., puns, jokes, palindromes).
- Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.
- Identifies and applies the meaning of the terms antonym, synonym, and homophone.

ELA4R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.

The student

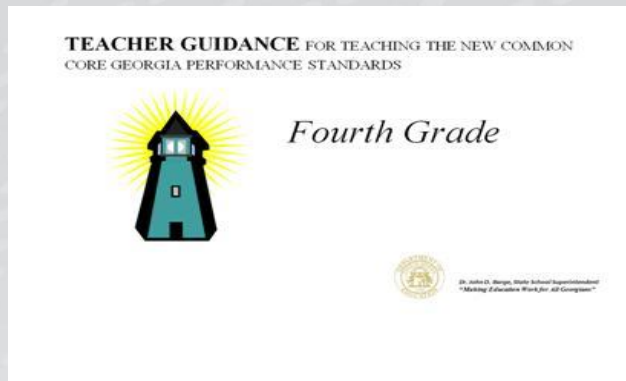
- Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.



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How Will the 4th Grade Standards be Changing?



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Transitional Guidance



GPS	TRANSITIONAL GUIDANCE	CCGPS
<p>READING</p> <p>ELAAR1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p> <ul style="list-style-type: none"> a. Relates theme in works of fiction to personal experience. b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed. c. Identifies the speaker of a poem or story. d. Identifies sensory details and figurative language. e. Identifies and shows the relevance of foreshadowing clues. f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text. 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. h. Identifies themes and lessons in folktales, tall tales, and fables. i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems. 	<p>CCGPS includes two distinct sets of standards for literary text and informational text. Each set is comprised of 10 standards, even though standard 9 in the literary strand is not applicable to literary text. Essentially this gives 4th graders 9 literary reading standards and 10 informational reading standards. New to 4th grade is the addition of reading foundational standards.</p> <p>ELAAR1c Identifies the speaker of a poem or story. This now appears for the first time in 1st grade. CCGPS Guidance recommends that this standard in 1st grade continue to be a focus in 2nd, 3rd, and 4th during year one implementation. 4th grade still must address who is speaking in a poem or story, but the rigor is deeper as students learn about first and third person narration.</p> <p>ELAAR1d Identifies sensory details and figurative language. This element in GPS aligns well within the language strand of CCGPS 4th grade.</p>	<p>READING LITERARY</p> <p>ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>ELACC4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>ELACC4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>ELACC4RL6: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., <i>verse</i>, <i>rhythm</i>, <i>meter</i>) and drama (e.g., <i>casts of characters</i>, <i>settings</i>, <i>descriptions</i>, <i>dialogue</i>, <i>stage directions</i>) when writing or speaking about a text.</p> <p>ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>ELACC4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>ELACC4RL8: (Not applicable to literature)</p>



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New for Grade 4



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

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

STANDARDS NEW TO FOURTH GRADE	RATIONALE
ELACCR4.4: 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., Hercules).	This is new for 4 th grade. The first mention of mythology in GPS was not until 6 th grade.
ELACCR4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Guidance recommends the additional instruction necessary for 4 th graders to further explore elements of poetry and drama. (See words in red only.)
ELACCR4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	This is new for 4 th grade. GPS did not include first and third person narration until 6 th grade. It will be necessary to teach this as well as 5 th grade and 6 th grade during year one implementation.
ELACCR4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	4 th grade GPS put a focus on folktales, tall tales, and fables. This may still be included; however, further study needs to be added to include myths. Guidance suggests teaching this standard in grades 5 and 6 as well during year one implementation.
ELACCR4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Guidance for standard 10 involves the overarching idea of text complexity. It is crucial for students to show mastery of CCGPS standards using appropriate and complex grade level text. The 4 th -5 th grade stretch Lexile band for Common Core is 770-880. The old stretch band was 645-845. It is in 4 th grade when CCGPS begins the biggest shift between the old Lexile stretch bands and the new bands. Note that scaffolding is recommended and allowed at the high end of the range. A ball park range for 4 th grade CCGPS would be starting out the year at 770 and ending the year at the high end of 875.
ELACCR4.11: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	CCGPS uses the skill of drawing inferences in literary text in 4 th grade but does not expressly connect inference to informational text. It is suggested that this skill be mastered with both kinds of text.



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Leaving Grade 4



STANDARDS ABSENT FROM FOURTH GRADE	RATIONALE
ELA4R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that: a. identifies the speaker of a poem or story.	This now appears for the first time in 1 st grade CCGPS. Guidance recommends that this standard in 1 st grade continue to be a focus in 2 nd , 3 rd , and 4 th during year one implementation. 4 th grade still must address who is speaking in a poem or story, but the rigor is deeper as students learn about first and third person narration.
ELA4R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that: 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.	While this standard is not explicit in CCGPS, it is certainly to keep it in 4 th grade as an activity when appropriate.
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.	CCGPS does not reference the million word/25 book standard. Instead, CCGPS focuses on reading grade level text of appropriate text complexity.
ELA4R3: The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student: c. identifies the meaning of common root words to determine the meaning of unfamiliar words.	This is now in 2 nd Grade CCGPS. Guidance recommends that it be taught in 3 rd and 4 th grade during implementation year one.
ELA4R3: The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student: e. identifies the meaning of common prefixes (e.g., un-, re-, dis-).	This is now in 1 st Grade CCGPS. Guidance recommends that it be taught in 2 nd , 3 rd , and 4 th grade during implementation year one.
ELA4R3: The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student: f. identifies the meaning of common idioms and figurative phrases.	This GPS element includes the language of figurative phrases. It will align with ELACCR4.5a.



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Exploring the Standards



Fourth Grade CCGPS	
	Reading Literary (RL)
	ELA-CC4RL1: 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 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	textual support	judgments	inferences	prediction
prior knowledge				



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Standards-based Classrooms



- We will all still be teachers of reading and writing
- There is an expectation of great complexity in texts
- Informational texts must represent 50% of reading
- Tasks will be more integrated; never taught in isolation (while you will have focus standards, you will not teach a single standard or genre in isolation)
- All standards will be mastered through recursive attention throughout all four yearly instructional units



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New Lexile Expectations



Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355



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COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC			
TEXT:	GENRE:	GRADE:	
COMPLEXITY MEASURE		LOW (1-3 POINTS)	HIGH (7-10 POINTS)
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			
Structure: 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			
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			
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	0		
2-3	450L - 780L		
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%.			
Does the text match the interests of the students? (When appropriate)			
Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation			
Mismatches for which qualitative and quantitative measures cannot easily account. For example low Lexile books with adult content			
Miscellaneous considerations: You may award up to 10 points for specific merits of a text not covered in the rubric domains.			
Specific Merits			
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded			
TOTAL SCORE _____ / 100			
80-100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE			
70-79 POINTS: ACCEPTABLE TEXT CHOICE			
50-69 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE			
0-49 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE			
EVALUATOR COMMENTS:			



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DETERMINING TEXT COMPLEXITY



Remember!



- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed



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Sample Unit Plan: Making of America Grade 4, Informational Focus



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4th Grade Curriculum Map



COMMON CORE GEORGIA PERFORMANCE STANDARDS ENGLISH LANGUAGE ARTS			
FOURTH GRADE CURRICULUM MAP			
First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Reading	Reading	Reading	Reading
Primary Focus: Informational Text ELACCR1-10 Secondary Focus: Literary Text ELACCR1-10	Primary Focus: Literary Text ELACCR1-10 Secondary Focus: Informational Text ELACCR1-10	Primary Focus: Informational Text ELACCR1-10 Secondary Focus: Literary Text ELACCR1-10	Primary Focus: Literary Text ELACCR1-10 Secondary Focus: Informational Text ELACCR1-10
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
Writing	Writing	Writing	Writing
Focus: Informative/Explanatory ELACCW1-4	Focus: Opinion ELACCW1-4	Focus: Opinion ELACCW1-4	Focus: Informative/Explanatory ELACCW1-4
2 informative/explanatory pieces examining a topic and answering other ELACCW1-4, 5, 6, 10 1-2 short research connections may be shared research on a topic or theme connected to the unit ELACCW1-4, 5, 6, 10 1-2 narratives describing a real or imagined ELACCW1-4, 5, 6, 10 Readers writing summaries, writing-to-learn tasks, response to a short text or an open-ended question ELACCW1-2, 3, 5, 10	2 opinion pieces supporting a position ELACCW1-4, 5, 6, 10 1-2 short research connections may be shared research on a topic or theme connected to the unit ELACCW1-4, 5, 6, 10 1-2 narratives describing a real or imagined ELACCW1-4, 5, 6, 10 Readers writing summaries, writing-to-learn tasks, response to a short text or an open-ended question ELACCW1-2, 3, 5, 10	2 opinion pieces supporting a position ELACCW1-4, 5, 6, 10 1-2 short research connections may be shared research on a topic or theme connected to the unit ELACCW1-4, 5, 6, 10 1-2 narratives describing a real or imagined ELACCW1-4, 5, 6, 10 Readers writing summaries, writing-to-learn tasks, response to a short text or an open-ended question ELACCW1-2, 3, 5, 10	2 informative/explanatory pieces examining a topic and answering other ELACCW1-4, 5, 6, 10 1-2 short research connections may be shared research on a topic or theme connected to the unit ELACCW1-4, 5, 6, 10 1-2 narratives describing a real or imagined ELACCW1-4, 5, 6, 10 Readers writing summaries, writing-to-learn tasks, response to a short text or an open-ended question ELACCW1-2, 3, 5, 10
Foundational Reading Skills ELACCR1-4 Phonics, word recognition, and fluency	Reading and Listening ELACCR1-4 Confirm understanding Participate in collaborative discussions Report findings	Reading and Listening ELACCR1-4 Confirm understanding Participate in collaborative discussions Report findings	Language ELACCR1-4 Study and apply grammar and vocabulary in speaking and writing



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Addressing the Reading Standards: Choosing Appropriate Texts



CCGPS UNIT PLANNING GUIDE PART I: UNIT OVERVIEW, GRADE 4 Unit 1 of 4	
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.	
Choose Reading Focus	Theme and Texts
Informational	
3 extended text 6 thematically connected short texts ELACC4RI1-R10 ELACC4RF#-4	<p>THEME: The Making of America</p> <p>EXTENDED TEXT: ... If You Were There When They Signed The Constitution by Elizabeth Levy Martin Luther King Jr.: Young Man with a Dream by Charatula H. Milender The Children's Book of America, edited by William J. Bennett (select pages pages)</p> <p>SHORT TEXTS LITERARY: Teacher Selected Poems Teacher Selected Reader Theater Scripts</p> <p>SHORT TEXTS INFORMATIONAL: Eleanor by Barbara Cooney Abe Lincoln Remembers by Ann Turner</p> <p>VISUAL/OTHER TEXTS: Transcript of Interview with Ruby Bridges http://www.pbs.org/newshour/bb/social_issues/jan-june07/bridges_2-18.html The Constitution of The United States of America http://www.archives.gov/exhibits/charters/constitution_transcript.html Eleanor Roosevelt http://www.whitehouse.gov/about/first-ladies/eleanorroosevelt Transcript of Speech by Susan B. Anthony-Women Voting http://www.historyplace.com/speeches/anthony.htm Gallien</p>



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Evaluating the Texts

[illegible]

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Addressing the Writing Standards: Constructing Appropriate Writing Prompts



Writing Focus Info / Explanatory Focus	List Prompts/Topics
Assessment Tasks <small>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/explanatory writing must provide strong and logical support, based solidly in text, for claims.</small>	
2 informative/explanatory writing connected to reading ELACCW1-2/4-10	<ul style="list-style-type: none"> 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). After hearing and reading several selections about women in history describe how these ladies have similarities that have helped shape the United States.
Additional Standards Focus for Grade/Unit/Module: Skill Building Tasks	
2 narratives to convey experiences ELACCW3	<ul style="list-style-type: none"> Pretend you have been with the delegates writing the Constitution. Write about what you have experienced during you time with these great men. Miss <u>Scout</u> was an inspiration for Eleanor. Who has been an inspiration in your life and why?
Research connection(s) Brief or sustained inquiries related to the texts or topics ELACCW7, 8, 9 Routine writing Notes, summaries, process journals, and short responses across all genres ELACCW1-10	Suggested topics: <ul style="list-style-type: none"> Students use their summaries from the previous reading and select one of the delegates to the Convention they would like to learn more about Suggested integration (diaries, exit slips, brief response, journal, etc.): <ul style="list-style-type: none"> After reading students use details from the text to determine if their predictions were accurate responses are placed in their writing journal. Exit ticket, students write a conversation they have had with a friend in their journals



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A New Focus



- Prompts will address HOW an author creates tone, mood, characterization, and other literary effects
- Prompts will address WHY the author wishes to achieve these effects
- Prompts will NOT address "WHAT"
- ALL writing cites specific textual evidence

In this way we scaffold analysis skills and move away from simple summary



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Planning Tools to Ensure Integration



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



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CCGPS UNIT PLANNING GUIDE FOR UNIT 1, MODULE 1	
PART B: STANDARDS-BASED TASK PLANNER	
<p>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 transferred 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.</p>	
<p>ASSESSMENT 1: Integrating reading selections from the unit into a writing task</p> <p>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.).</p>	
<p>ESSENTIAL QUESTION</p> <p>What are the steps that helped create the United States?</p>	
<p>SKILL BUILDING TASKS</p> <p>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 framework is sufficient only to include the minimum concepts and both in this plan. Significant additional homework may be required.</p>	
<p>SKILL/CONCEPT: Pre-reading</p>	
<p>TASK: Building background knowledge and acquiring new vocabulary</p>	
<p>STRAND</p> <p>Reading</p>	<p>STANDARD</p> <p>ELACCRF3 ELACCRH4</p>
<p>Writing</p>	<p>ELACCSL1</p>
<p>Speaking and Listening</p>	<p>ELACCL4 ELACCL6</p>
<p>NETS</p>	
<p>SKILL/CONCEPT: Reading and Summarizing</p>	
<p>TASK: Attentive Reading</p>	
<p>STRAND</p> <p>Reading</p>	<p>STANDARD</p> <p>ELACCRH2</p>
<p>Writing</p>	<p>ELACCSL1</p>
<p>Speaking and Listening</p>	<p>ELACCL4 ELACCL6</p>



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Daily Instruction Examples

ELA Reporter & Joining our ListServ

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January 1, 2012 Volume 2, Issue 1

ELA REPORTER

YOUR PROFESSIONAL RESOURCE FOR ENGLISH LANGUAGE ARTS AND LITERACY

CCGPS Document Review and Revision Underway

We would like to thank all of you who have taken the time to respond to the survey. The Georgia Department of Education, Georgia Department of Early Childhood Education, Georgia Department of Juvenile Justice, and Georgia Department of Public Safety are all working together to ensure the success of the Georgia Department of Education's (DOE) CCGPS initiative. We are currently reviewing the CCGPS documents and will be making revisions based on the feedback we received. We are also working on the development of the CCGPS implementation plan. We are currently reviewing the CCGPS documents and will be making revisions based on the feedback we received. We are also working on the development of the CCGPS implementation plan.

Professional Learning Continues January 25, 2012

Those who have participated in the previous professional learning sessions will be invited to participate in the next session on January 25, 2012. The session will focus on the CCGPS documents and the implementation plan. We are currently reviewing the CCGPS documents and will be making revisions based on the feedback we received. We are also working on the development of the CCGPS implementation plan.

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YOUR QUESTIONS



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If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement, and mystery of the world we live in.

Rachel Carson (1907-1964) American Writer, Environmentalist



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Thank you for participating in this CCGPS Professional Learning Session. We value your feedback. Please go to the following website, take the anonymous feedback survey, and complete the participation log to receive a certificate of participation:



<http://survey.sedl.org/efm/wsb.dll/s/1g10a>

If you have questions, feel free to contact any of the English language arts staff members at the following email addresses:

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