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

READING LITERARY (RL)	READING INFORMATIONAL (RI)
➢ **Key Ideas and Details**	➢ **Key Ideas and Details**
ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**ELACC4RI1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**ELACC4RI2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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).	**ELACC4RI3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
➢ **Craft and Structure**	➢ **Craft and Structure**
ELACC4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	**ELACC4RI4:** Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ELACC4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**ELACC4RI5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**ELACC4RI6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
➢ **Integration of Knowledge and Ideas**	➢ **Integration of Knowledge and Ideas**
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.	**ELACC4RI7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
ELACC4RL8: (Not applicable to literature)	**ELACC4RI8:** Explain how an author uses reasons and evidence to support particular points in a text.
ELACC4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**ELACC4RI9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
➢ **Range of Reading and Level of Text Complexity**	➢ **Range of Reading and Level of Text Complexity**
ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**ELACC4RI10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING FOUNDATIONAL (RF)
➤ **Print Concepts**
Kindergarten and 1st grade only
➤ **Phonological Awareness**
Kindergarten and 1st grade only
➤ **Phonics and Word Recognition**
ELACC4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
➤ **Fluency**
ELACC4RF4: Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING (W)

➢ **Text Types and Purposes**

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

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

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

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

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

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

➢ **Production and Distribution of Writing**

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

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

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

➢ **Research to Build and Present Knowledge**

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

ELACC4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

➢ **Range of Writing**

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

SPEAKING AND LISTENING (SL)
➢ **Comprehension and Collaboration**
ELACC4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELACC4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELACC4SL3: Identify the reasons and evidence a speaker provides to support particular points.
➢ **Presentation of Knowledge and Ideas**
ELACC4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELACC4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
ELACC4SL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.)

LANGUAGE (L)
➢ **Conventions of Standard English**
ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects.
c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
g. Correctly use frequently confused words (e.g., *to, too, two*; *there, their*).*
h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.
ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed.
➢ **Knowledge of Language**
ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases to convey ideas precisely.*
b. Choose punctuation for effect.*
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
➢ **Vocabulary Acquisition and Use**
ELACC4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELACC4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and words and phrases basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for CCGPS 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	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h**. Use coordinating and subordinating conjunctions. **ELACC5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.				■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.				■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

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