### Georgia Content Focus Standards

| 4RL1: | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 4RL2: | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| 4RL3: | 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). |
| 4RL5: | 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. |
| 4RL6: | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

| 4R11: | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 4R12: | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| 4R15: | 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. |
| 4R16: | Compare and Contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| 4R18: | Explain how an author uses reasons and evidence to support particular points in a text. |
| 4R19: | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |

4RF3a: 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.

4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

4L4c: 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.

4L6: 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). **Vocabulary**
The following standards are taught throughout the year:

**4RL10:** 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. **OR 4RL10:** 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.

**4RF3:** 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.

**4RF3a:** 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.

**4RF4:** Read with sufficient accuracy and fluency to support comprehension.

**4RF4a:** Read on-level text with purpose and understanding.

**RF4b:** Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**4W5:** 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.)

**4W6:** 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.

**4W8:** 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.

**4W9:** 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”).

**4W10:** 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.

**4L1h:** Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.

**4L2d:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

**4L4:** 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.

**4L6:** 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). Vocabulary

**4SL1:** 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.

**4SL2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**4SL3:** Identify the reasons and evidence a speaker provides to support particular points.

**4SL4:** 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.

**4SL5:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**4SL6:** 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.)
<table>
<thead>
<tr>
<th>Q1</th>
<th>Unit 1: Think It Through</th>
<th>29 days (6 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>1 – Clever Ideas</td>
<td>2 - Think of Others</td>
</tr>
</tbody>
</table>

**Georgia Content Focus Standards**

4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Make, confirm, or revise predictions**

4RL2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4RL3: 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). **Sequence events**

4RL4: 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.

4RL5: 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. **Characteristics of realistic fiction**

4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences. **Recognize characteristics of a fairy tale**

4RL9: 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. **#21: Must Compare Across Texts**

4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4RI2: Determine events and procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4RI3: 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. **Compare/Contrast**

4RI7: 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.

4W3a/b: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. **Ideas**

4W2b: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **Ideas**

4W3d: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely. **Ideas**

4L1f: Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons. **Sentences**

4L3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.

4L1b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). **Review from 3rd grade; suffixes ly, ful, ive**

4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4L4c: 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.

4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.

4L5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **Synonyms**
### Georgia Content Focus Standards

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Unit 2: Amazing Animals</th>
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</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>10 days (2 weeks)</td>
</tr>
<tr>
<td><strong>Days</strong></td>
<td>Sept. 28 – Oct. 2</td>
</tr>
<tr>
<td><strong>Week</strong></td>
<td>Week 1 – Literary Lessons</td>
</tr>
</tbody>
</table>

#### 4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Make, confirm, or revise predictions**

#### 4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

#### 4RL5: 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. **Characteristics of realistic fiction**

#### 4RL9: 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. #21: **Must Compare Across Texts**

#### 4RI7: 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.

#### 4W3a: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

#### 4W3b,d: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. **Voice**

#### 3L1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **Common and Proper Nouns**

#### 3L1b: Form and use regular and irregular plural nouns.

#### 3L1c: Use abstract nouns (e.g., childhood).

#### 4L2a: Use correct capitalization.

#### 4L3c: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

#### 3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). **Review from 3rd grade; suffixes ly, ful, ive**

#### 3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **Review from 3rd grade**

#### 4L4c: 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.

#### 4L5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **Synonyms**

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**Quarterly Benchmark Assessment Window:** October 12 - 16, 2015
### Unit 2: Amazing Animals

**Time**: 20 days (4 weeks)

<table>
<thead>
<tr>
<th>Days</th>
<th>Week 3 - Natural Connections</th>
<th>Week 4 – Adaptations</th>
<th>Week 5 – Animals All Around</th>
<th>Week 6 – Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 12 – Oct. 16</td>
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<tr>
<td>Oct. 19 – Oct. 23</td>
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<td>Oct. 26 – Oct. 30</td>
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<tr>
<td>Nov. 2 – Nov. 6</td>
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</tbody>
</table>

**Georgia Content Focus Standards**

4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. **Haiku**

4RL3: 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). **Sequence**

4RL5: 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. **Characteristics of realistic fiction**

4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4RI3: 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.

4RI4: 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.

4RI5: 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. **Compare/Contrast**

4RI7: 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.

4RF4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

4RF4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4W2d: Write **informative/explanatory** texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic. **Word Choice**

3L1b: Form and use regular and irregular plural nouns. **Review from 3rd grade**

3L1i: Produce simple, compound, and complex sentences. **Review from 3rd Grade**

3L2d: Form and use regular and irregular verbs. **Review from 3rd grade**

3L4a: Use sentence level context as a clue to the meaning of a word or phrase. **Review from 3rd grade**

4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). **(prefixes)**

4L5a: Explain the meaning of simple **similes and metaphors** (e.g., as pretty as a picture) in context.

4L5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings **(synonyms).**
## Georgia Content Focus Standards

### 4L5c: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

### 4L4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### 3L4c: Form and use the simple verb tenses.

### 4L2a: Use correct capitalization.

### 4L4b: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

### 4L2b: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

### 4L3: 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).

### 4L1c: Use helping/linking verbs to convey various conditions.

### 4L1b: Form and use the progressive (e.g., I was walking; I am walking, I will be walking) verb aspects.

### 3L1d: Form and use regular and irregular verbs. Review from 3rd grade

### 3L1e: Form and use the simple verb tenses. Review from 3rd grade

### 4L2a: Use correct capitalization.

### 4L1b: Form and use the progressive (e.g., I was walking; I am walking, I will be walking) verb aspects.

### 4L1c: Use helping/linking verbs to convey various conditions.

### 3L1f: Ensure subject-verb and pronoun-antecedent agreement. Review from 3rd grade

### 4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

### 4L4c: 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.

### 4L5a: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

### 4L5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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## ELA Pacing Guide

### 4th Grade

### Unit 3: That’s the Spirit!

<table>
<thead>
<tr>
<th>Time</th>
<th>Days</th>
<th>Week</th>
<th>Days</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 days (5 weeks)</td>
<td>Nov. 9 – Nov. 13</td>
<td>1 – Friendship</td>
<td>Nov. 16 – Nov. 20</td>
<td>2 – Helping the Community</td>
</tr>
<tr>
<td></td>
<td>Nov. 30 – Dec. 4</td>
<td>3 – Liberty and Justice</td>
<td>Dec. 7 – Dec. 11</td>
<td>4 – Powerful Words</td>
</tr>
<tr>
<td></td>
<td>Dec. 14 – Dec. 18</td>
<td>5 – Feeding the World</td>
<td></td>
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</tr>
</tbody>
</table>
### Georgia Content Focus Standards

- **3L1a**: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **Pronouns. Review from Third grade**
- **3L1f**: Ensure subject-verb and pronoun-antecedent agreement. **Review from Third grade**
- **4L1a**: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). **Pronouns and Antecedents**
- **4L1g**: Correctly use frequently confused words (e.g., to, too, two; there, their). **Pronouns**
- **4L2b**: Use commas and quotation marks to mark direct speech and quotations from a text. **Use context**
- **4L4a**: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **Consult reference materials**
- **4L4b**: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). **Consult reference materials**
- **4L4c**: 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. **Consult reference materials**
- **4L5b**: Recognize and explain the meaning of common idioms, adages, and proverbs. **Idioms**
- **4L5c**: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **Idioms**

### ELA Pacing Guide

#### 4th Grade

**Unit 4: Fact or Fiction?**

<table>
<thead>
<tr>
<th>Time</th>
<th>Days</th>
<th>Week</th>
<th>28 days (6 weeks)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Jan. 11 – Jan. 15</td>
<td>1 – Our Government</td>
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<tr>
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<td></td>
<td>Jan. 19 – Jan. 22</td>
<td>2 – Leadership</td>
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<td></td>
<td>Jan. 25 – Jan. 29</td>
<td>3 – Breakthroughs</td>
</tr>
<tr>
<td></td>
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<td>Feb. 1 – Feb. 5</td>
<td>4 - Wonders in the Sky</td>
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<tr>
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<td>Feb. 8 – Feb. 12</td>
<td>5 – Achievements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feb. 16 – Feb. 19</td>
<td>Review</td>
</tr>
</tbody>
</table>

- **4RL1**: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Make, confirm, or revise predictions**

- **4RL2**: Determine a theme of a story, drama, or poem from details in the text; summarize the text. **Make, confirm, or revise predictions**

- **4RL3**: 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). **Sequence**

- **4RL4**: 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). **Figurative Language: Idioms**

- **4RL5**: 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. **Narrative Poem**

- **4RL6**: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **Compare/Contrast**

- **4RL7**: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences. **Fantasy**

- **4RI1**: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Make, confirm, or revise predictions**

- **4RI2**: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Make, confirm, or revise predictions**

- **4RI3**: 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. **Context Clues**

- **4RI4**: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **Context Clues**

- **4RI5**: 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. **Compare/Contrast**

- **4RI8**: Explain how an author uses reasons and evidence to support particular points in a text. **(Author's Point of View)**

- **4RF4c**: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Make, confirm, or revise predictions**

- **4W2a**: 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. **Make, confirm, or revise predictions**

- **4W3**: 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. **Make, confirm, or revise predictions**

- **4W5**: Refine the structure of a text (e.g., upon revision and editing) to eliminate or modify words and sentences. a. Introduce a topic clearly, generalizing about a topic, organizing, developing, and reviewing the text. **Make, confirm, or revise predictions**

- **4W8**: Support and extend main ideas or events in narratives (e.g., comparison, sequence) with key details (i.e., major aspects of events, ideas, or concepts) that provide a sense of progression toward a significant or logical ending. **Make, confirm, or revise predictions**

- **4W9**: Provide a conclusion that follows from the narrated experiences or events. **Make, confirm, or revise predictions**
ELA Pacing Guide
4th Grade

Q3

Time
15 days (3 weeks)

Days
Week 1 – Making it Happen
Feb. 22 – Feb. 26
Feb. 29 – Mar. 4
Mar. 7 – Mar. 11
Week 2 – On the Move
March 14 – 18, 2016
Week 3 – Inventions

Georgia Content Focus Standards

4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4RL3: Describe in detail 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). Sequence
4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4RI3: 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.
4RI4: 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. Context Clues
4RI5: 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. Compare/Contrast
4RI7: 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.

4RF4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4W1a: 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.
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Sentence Fluency

4L1d: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Adjectives
4L2b: Use commas and quotation marks to mark direct speech and quotations from a text.
4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
4L4c: 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.
4L5a: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs
5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (Connotation & Denotation)
<table>
<thead>
<tr>
<th>Q4</th>
<th>Unit 5: Figure It Out</th>
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<tbody>
<tr>
<td><strong>Time</strong></td>
<td>15 days (3 weeks)</td>
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<tr>
<td><strong>Days</strong></td>
<td>Mar. 14 – Mar. 18</td>
</tr>
<tr>
<td><strong>Week</strong></td>
<td>Week 4 – Zoom In</td>
</tr>
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</table>

### Georgia Content Focus Standards

- **4RL6**: Compare and contrast the **point of view** from which different stories are narrated, including the difference between first- and third-person narrations.
- **4RI2**: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **4RI3**: 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.
- **4RI5**: 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.
- **4RI7**: 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.
- **4W2d**: Write **informative/explanatory** texts to examine a topic and convey ideas and information clearly. 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.
- **4L1g**: Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- **4L2c**: Use a comma before a coordinating conjunction in a compound sentence. **Comparing with More and Most**
- **4L4a**: Use **context** (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **4L4b**: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **4L5b**: Recognize and explain the meaning of common **idioms, adages, and proverbs**.
- **4L5c**: Demonstrate understanding of words by relating them to their opposites (**antonyms**) and to words with similar but not identical meanings (**synonyms**). **(Connotation & Denotation)**
- **5L5c**: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
| Georgia Content Focus Standards | ELA Pacing Guide  
4th Grade |  
Unit 6: Past, Present, and Future |  
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<td>Time</td>
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<td>Apr. 18 – Apr. 22</td>
<td>Apr. 25 – Apr. 29</td>
<td>May 2 – May 6</td>
<td>May 9 – May 13</td>
<td>May 16 - May 20</td>
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<td>Days</td>
<td>1 – Old and New</td>
<td>2 – Notes from the Past</td>
<td>3 – Resources</td>
<td>4 – Money Matters</td>
<td>5 – Finding My Place</td>
<td>6 - Review</td>
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<tr>
<td>Week</td>
<td>4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>4RL3: 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). <strong>Sequence</strong></td>
<td>4RL4: 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).</td>
<td>4RL5: 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.</td>
<td>4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td>4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns or events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
<td>4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
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**ELA Pacing Guide**
**4th Grade**

<table>
<thead>
<tr>
<th>Benchmark Review and Next Grade Preview</th>
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<tbody>
<tr>
<td><strong>Time Frame</strong></td>
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<tr>
<td>May 9 - End of School Year</td>
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<tr>
<td><strong>Instructional Days</strong></td>
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<td>Approximately 10 days (2 weeks)</td>
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**Georgia Content Focus Standards Review**
- Additional benchmark review for targeted non-proficiency students
- Current grade enrichment
- Preview 5th Grade Curriculum

**Quarterly Benchmark Assessments**
- Quarter 1 --- TBD
- Quarter 2 --- TBD
- Quarter 3 --- TBD

**Ga Milestones**

**Question Types**
- **60 Items (will need update info)**
  - Selected Response
  - Constructed Response
  - Extended Constructed Response
  - Extended Writing Response

**Time**
- Three sections
- 70 minutes per section for sections 1 and 2 (on the same day)
- 90 minutes for section 3 (includes extended response)
- Sections 1 and 2 must be scheduled to be administered on the same day in one test session

### Grade 4 English Language Arts (ELA): Domain Structures and Content Weights

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<th>Standard</th>
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