

4th Grade

English Language Arts

Key Instructional Activities

- Paying close attention to key features of informational books and articles: these include understanding the main and supporting ideas; being able to compare and contrast information; and explaining how the author uses facts, details, and evidence to support particular points
- Determining the theme or main idea of a story, play, or poem
- Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly
- Comparing ideas, characters, events, and settings in stories and myths from different cultures
- Writing summaries or opinions about topics supported with a set of well-organized facts, details, and examples
- Taking notes and organizing information from books, articles, and online sources to learn more about a topic
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Relating words that are common in reading to words with similar meanings (synonyms) and to their opposites (antonyms)
- Independently conducting short research projects on different aspects of a topic using evidence from books and the Internet
- Paraphrasing and responding to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points
- Explaining how an author uses facts, details, and evidence to support their points •
- Reading and understanding information presented in charts, graphs, timelines, and other illustrations

Building the stamina and skills to read challenging fiction, nonfiction, and other materials fundamental in 4th grade. Your student will continue to build vocabulary skills by reading complicated text. He or she also will make important strides in their ability to explain what says — both explicitly and what is implied from its details.



By the end of 4th grade, all students are expected to:

- *Know and apply grade-level phonics and word analysis skills in decoding words;*
- *Apply grade-appropriate language skills in writing;*
- *Self-select books, self-monitor to correct errors when reading and writing, and talk with and listen to peers about one's reading and writing to become lifelong readers and writers; and*
- *Use reading and writing to communicate through listening, speaking, and viewing.*

Helping Your Student in 4th Grade ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school.
- Visit a library or bookstore together and ask the librarian or bookseller to recommend young adult books. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Urge your child to use logical arguments to defend his or her opinion. If your child wants a raise in allowance, ask him or her to research commonsense allowance systems and, based on that research, explain reasons why, supported by facts and details.
- Practice determining meanings of unknown words when you encounter them in written texts, television shows, radio, etc.
- Talk about the news together. Pick one story in the news, read it together, and discuss with your child what it means.
- Provide time and space for your student to read independently. This time should be free from distractions such as television.
- Ask your student what he or she learned from reading. Have him or her read the most interesting or useful sections aloud, and discuss how that knowledge can be used in real life.
- Keep books, magazines, and newspapers at home. Make sure your child sees you reading.
- Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your student's exposure to new knowledge and vocabulary.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.



4th Grade ELA System Pacing Overview



This guide provides an overview of what your student will learn in his or her 4th Grade English Language Arts course. It focuses on the key skills your student will learn, which will build a strong foundation for success in the other subjects studied throughout elementary school. This guide is based on the state-adopted Georgia Standards of Excellence.

August - September

Reading Focus Interpreting Characters

Writing Focus Narrative

Performance Goal: Developing a narrative essay

This unit helps readers take charge of their reading lives and engages students with close reading, gathering text evidence, and weighing and evaluating multiple ideas about complex characters. Students will also learn to consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes.

Students will go beyond external character traits to develop their ideas about character's internal traits. What does he/she want? What is he/she afraid of? This helps student delve deeper into developing three-dimensional characters. Students will prepare pieces for audiences through more focused drafting, deep revision work, and editing.

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 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).
- 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).
- 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.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - ✓ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - ✓ Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - ✓ Use a variety of transitional words and phrases to manage the sequence of events.
 - ✓ Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - ✓ Provide a conclusion that follows from the narrated experiences or events.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

September - October

Reading Focus: Informational Reading the Weather, Reading the World

Writing Focus: Opinion Personal and Persuasive Essays

Performance Goal: Developing a persuasive essay

Students form research teams to delve into topics about extreme weather and natural disasters while developing their skills in cross-text synthesis, practicing close reading, comparing and contrasting, and evaluating sources to determine credibility.

This unit focuses on structure and elaboration of persuasive writing. They will learn to use the introduction to orient and engage the reader and the conclusion to provide final related thinking. They develop thesis statements, provide reasons to support their opinions, and collect and organize evidence to elaborate on these reasons.

<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine the main idea of a text and explain how it is supported by key details; summarize the text. • 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 • 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. • 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. • 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. • Explain how an author uses reasons and evidence to support particular points in a text. • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ✓ Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ✓ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ✓ Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because). ✓ Use precise language and domain-specific vocabulary to inform about or explain the topic. ✓ Provide a concluding statement or section related to the information or explanation presented. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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November - December

<p>Reading Focus: Narrative Close Reading of Fiction (Detail and Synthesis)</p>	<p>Writing Focus: Narrative Literary Essays: Writing about Fiction</p>
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Performance Goal: Developing a literary essay

	<p>To learn more about writing, students will also need to learn more about reading. Throughout the unit, students are taught the value of close reading of complex texts. They will notice what the author has done and fashion evidence-based theories about the text. Students will learn to write structured, compelling essays in which they make claims and analyze, unpack, and incorporate evidence.</p>
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<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine a theme of a story, drama, or poem from details in the text; summarize the text. • 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). • 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). • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. • 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. • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons <ul style="list-style-type: none"> ✓ Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. ✓ Provide reasons that are supported by facts and details. ✓ Link opinion and reasons using words and phrases(e.g., for instance, in order to, in addition). • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ✓ Apply grade 4 Reading standardsto 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].”). • 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.
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January-February

<p>Reading Focus: Informational Reading History: American Revolution</p>	<p>Writing Focus: Informational Bringing History to Life: Informational Writing</p>
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Performance Goal: Developing an informational essay

<p>In this unit, students will learn to research through the lens of text structures in order to organize their notes and their thinking. They will learn to synthesize new information into what they already know, while noticing multiple points of view. Learning domain specific vocabulary and how those</p>	<p>In this unit, students take on the challenge of researching history. They study multiple points of view, support a position with reasons and evidence, tackle complex texts, and learn strategies for using new domain-specific words.</p>
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<p>words are used at a deeper level will have a special emphasis during the unit.</p>	
<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine the main idea of a text and explain how it is supported by key details; summarize the text. • 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. • 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. • 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. • 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 • Explain how an author uses reasons and evidence to support particular points in a text • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ✓ Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ✓ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ✓ Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because). ✓ Use precise language and domain-specific vocabulary to inform about or explain the topic. ✓ Provide a concluding statement or section related to the information or explanation presented. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • 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.
<p>April - May</p>	
<p>Historical Fiction Book Clubs</p>	<p>Historical Fiction Writing or Writing Graphic Novels</p>
<p>Children practice reading analytically, synthesizing complicated narratives, comparing and contrasting themes, and incorporating nonfiction research into their reading. They will develop ideas about characters, infer within a text, and talk and write about reading.</p>	<p>In this unit, children take on the challenge of researching history. They study multiple points of view, support a position with reasons and evidence, tackle complex texts, and learn strategies for using new domain-specific words. They will write two research reports during the unit.</p>
<p>Performance Goal: Developing a narrative or informational essay</p>	
<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine a theme of a story, drama, or poem from details in the text; summarize the text. • 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). • 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). • 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. • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> ✓ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ✓ Use dialogue and description to develop experiences and events or show the responses of characters to situations. ✓ Use a variety of transitional words and phrases to manage the sequence of events. ✓ Use concrete words and phrases and sensory details to convey experiences and events precisely. ✓ Provide a conclusion that follows from the narrated experiences or events. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • Use knowledge of language and its conventions when writing, speaking, reading, or listening.