Tennessee English Language Arts

Grade 4

Adopted 2016

Foundational Literacy

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. FL.PWR.3
    3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. 4.FL.PWR.3
        a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4.FL.PWR.3.A

Word Composition

4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. FL.WC.4
    4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. 4.FL.WC.4
        a. Spell grade-appropriate words correctly consulting references as needed. 4.FL.WC.4.A
        b. Write legibly in manuscript and cursive. 4.FL.WC.4.B

Fluency

5. Read with sufficient accuracy and fluency to support comprehension. FL.F.5
    5. Read with sufficient accuracy and fluency to support comprehension. 4.FL.F.5
        a. Read grade-level text with purpose and understanding. 4.FL.F.5.A
        b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.FL.F.5.B
        c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 4.FL.F.5.C

Sentence Composition

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6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. FL.SC.6

    6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. 4.FL.SC.6

        a. Use relative pronouns and relative adverbs. 4.FL.SC.6.A

        b. Form and use progressive verb tenses. 4.FL.SC.6.B

        c. Use auxiliary verbs such as can, may, and must to clarify meaning. 4.FL.SC.6.C

        d. Form and use prepositional phrases. 4.FL.SC.6.D

        e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. 4.FL.SC.6.E

        f. Use correct capitalization. 4.FL.SC.6.F

        g. Use commas and quotation marks to mark direct speech and quotations from a text. 4.FL.SC.6.G

        h. Use a comma before a coordinating conjunction in a compound sentence. 4.FL.SC.6.H

        i. Write several cohesive paragraphs on a topic. 4.FL.SC.6.I

Vocabulary Acquisition

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7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. FL.VA.7

    a. 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. 4.FL.VA.7.A

        i. Use context as a clue to the meaning of a word or phrase. 4.FL.VA.7.A.I

        ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 4.FL.VA.7.A.II

        iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4.FL.VA.7.A.III

    b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4.FL.VA.7.B

        i. Explain the meaning of simple similes and metaphors in context. 4.FL.VA.7.B.I

        ii. Recognize and explain the meaning of common idioms and proverbs. 4.FL.VA.7.B.II

        iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings 4.FL.VA.7.B.III

    c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. 4.FL.VA.7.C

Reading Literature

Key Ideas and Details

1. Read closely to determine what a 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. R.KID.1

    1. Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. 4.RL.KID.1

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2

    2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 4.RL.KID.2

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

    3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions. 4.RL.KID.3

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raft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4

    4. Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history. 4.RL.CS.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5

    5. Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. 4.RL.CS.5

6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

    6. Compare and contrast the point of view from which different stories are narrated 4.RL.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7

    7. Make connections between the print version of a story or drama and a visual or oral presentation of the same text. 4.RL.IKI.7

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9

    9. Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures. 4.RL.IKI.9

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10

    10. Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. 4.RL.RRTC.10

Reading Informational Text

Key Ideas and Details

1. Read closely to determine what a 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. R.KID.1

    1. Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. 4.RI.KID.1

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2

    2. Determine the main idea of a text and explain how it is supported by key details; summarize a text. 4.RI.KID.2

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3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

    3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. 4.RI.KID.3

Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4

    4. Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. 4.RI.CS.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5

    5. Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. 4.RI.CS.5

6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

    6. Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. 4.RI.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7

    7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. 4.RI.IKI.7

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. R.IKI.8

    8. Explain how an author uses reasons and evidence to support particular points in a text. 4.RI.IKI.8

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9

    9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 4.RI.IKI.9

Range of Reading and Level of Text Complexity

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10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10

    10. Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. 4.RI.RRTC.10

Speaking and Listening

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. SL.CC.2

    2. Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. 4.SL.CC.2

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.CC.3

    3. Identify the reasons and evidence a speaker provides to support particular points. 4.SL.CC.3

1. Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. SL.CC.1

    1. Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. 4.SL.CC.1

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. SL.PKI.4

    4. 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. 4.SL.PKI.4

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.PKI.5

    5. Add multimedia such as audio and visual elements to presentations when appropriate to enhance the development of main ideas or themes. 4.SL.PKI.5

6. Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL.PKI.6

    6. Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. 4.SL.PKI.6

Writing

Text Types and Protocol

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1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.TTP.1
    1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 4.W.TTP.1
        a. Introduce a topic or text. 4.W.TTP.1.A
        b. Develop an opinion with reasons that are supported by facts and details. 4.W.TTP.1.B
        c. Create an organizational structure in which related ideas are grouped to support the writer's purpose. 4.W.TTP.1.C
        d. Provide a concluding statement or section related to the opinion presented. 4.W.TTP.1.D
        e. Link opinion and reasons using words and phrases. 4.W.TTP.1.E
        f. Apply language standards addressed in the Foundational Literacy standards. 4.W.TTP.1.F
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.TTP.2
    2. Write informative/explanatory texts to examine a topic and convey ideas and information. 4.W.TTP.2
        a. Introduce a topic. 4.W.TTP.2.A
        b. Group related information in paragraphs and sections. 4.W.TTP.2.B
        c. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader. 4.W.TTP.2.C
        d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4.W.TTP.2.D
        e. Provide a conclusion related to the information or explanation presented. 4.W.TTP.2.E
        f. Link ideas within categories of information using words and phrases. 4.W.TTP.2.F
        g. Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.W.TTP.2.G
        h. Apply language standards addressed in the Foundational Literacy standards. 4.W.TTP.2.H

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3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W.TTP.3

    3. Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. 4.W.TTP.3

        a. Orient the reader by establishing a situation, using a narrator and/or introducing characters. 4.W.TTP.3.A

        b. Organize an event sequence that unfolds naturally and logically. 4.W.TTP.3.B

        c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 4.W.TTP.3.C

        d. Use a variety of transitional words and phrases to manage the sequence of events. 4.W.TTP.3.D

        e. Provide a conclusion that follows from the narrated experiences or events. 4.W.TTP.3.E

        f. Use precise words and phrases and use sensory details to convey experiences and events. 4.W.TTP.3.F

        g. Apply language standards addressed in the Foundational Literacy standards. 4.W.TTP.3.G

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.PDW.4

    4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4.W.PDW.4

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.PDW.5

    5. 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.) 4.W.PDW.5

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W.PDW.6

    6. 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 technology skills to type a complete product in a single sitting as defined in W.1-3. 4.W.PDW.6

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. W.RBPK.7

    7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 4.W.RBPK.7

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8. Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. W.RBPK.8

    8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. 4.W.RBPK.8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.RBPK.9

    9. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading. 4.W.RBPK.9

Range of Writing

10. 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 tasks, purposes, and audiences. W.RW.10

    10. Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. 4.W.RW.10