Tennessee English Language Development

Grade 4

Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing 4.1

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 a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.** 4.RL.KID.2
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
4. **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
5. **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
6. **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
7. **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
8. **Determine the main idea of a text and explain how it is supported by key details; summarize a text.** 4.RI.KID.2
9. **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
10. **Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it.** 4.RI.IKI.7
11. **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

Skip to main content

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

Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions 4.2

1 **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

2 **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

3 **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

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

5 **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

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

Speak and write about grade-appropriate complex literary and inf… to…

1 **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

:ompare and contrast two accounts of the same event or topic; describe the ifferences in focus and the information provided. 4.RL.CS.6

Skip to main content

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

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

5 **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

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

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

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

9 **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

10 **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

11 **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

Skip to main content

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

Construct grade-appropriate oral and written claims and support them with reasoning and evidence 4.4

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

2 **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

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

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

5 **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

6 **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

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

Conduct research and evaluate and co an solve problems 4.5

Skip to main content

1 **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.7A

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

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

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

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

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

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

3 **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.7C

4 **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

5 **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

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

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

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

Analyze and critique the arguments of others orally and in writing 4.6

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

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

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

Skip to main content

Vrite opinion pieces on topics or texts, supporting a point of view with reasons nd 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

Adapt language choices to purpose, task, and audience when speaking and writing 4.7

1 **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

---

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

---

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

---

4 **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 Foundational Literacy standard 6 up to and including grade 4.)** 4.W.PWD.5

---

5 **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

Determine the meaning of words and phrases in oral presentations and literary and informational text 4.8

1 **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.7A

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

II Use common, gradeappropriate Greek and Latin affixes and roots as clues to the meaning of a word. 4.FL.VA.7A.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.7A.III

Skip to main content

)emonstrate understanding of figurative language, word relationships, and ıuances in word meanings. 4.FL.VA.7B

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

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

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

3 **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.7C

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 **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 **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

Create clear and coherent grade-appropriate speech and text 4.9

1 **Know and apply grade-level phonics and word analysis skills when encoding words; write legibly** 4.FL.WC.4

a Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. 4.FL.WC.4.A

b Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. 4.FL.WC.4.B

c Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. 4.FL.WC.4.C

d Write most common, frequently used words and most irregular words. 4.FL.WC.4.D

e Consult reference materials, including beginning dictionaries, to check and correct spelling. 4.FL.WC.4.E

f Print legibly in manuscript; write many upper and lowercase letters in cursive. 4.FL.WC.4.F

2 **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

3 **Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** 4.W.TTP.1

Introduce a topic or text. 4.W.TTP.1.A

Skip to main content

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

---

4 **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

---

5 **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

Skip to main content

6 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)** 4.W.PDW.4

7 **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 Foundational Literacy standard 6 up to and including grade 4.)** 4.W.PWD.5

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

Make accurate use of standard English to communicate in grade appropriate speech and writing 4.10

1 **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 Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. 4.FL.SC.6.A
- b Form and use the perfect verb tense. 4.FL.SC.6.B
- c Use verb tense to convey various times, sequences, states, and conditions. 4.FL.SC.6.C
- d Recognize and correct inappropriate shifts in verb tense. 4.FL.SC.6.D
- e Use correlative conjunctions. 4.FL.SC.6.E
- f Use punctuation to separate items in a series. 4.FL.SC.6.F
- g Use a comma to separate an introductory element from the rest of the sentence. 4.FL.SC.6.G
- h Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address. 4.FL.SC.6.H
- i Use underlining, quotation marks, or italics to indicate titles of works. 4.FL.SC.6.I
- j Write multiple cohesive paragraphs on a topic. 4.FL.SC.6.J

2 **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.7A

- i Use context as a clue to the meaning of a word or phrase. 4.FL.VA.7A.I
- ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 4.FL.VA.7A.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.7A.III

Skip to main content

emonstrate understanding of figurative language, word relationships, and uances in word meanings. 4.FL.VA.7B

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

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

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

4 **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.7C

5 **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

6 **Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.** 4.RL.KID.2

7 **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

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

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