

# Main Criteria: Discoveries in Writing

## Secondary Criteria: Tennessee Academic Standards

Subject: Language Arts

Grade: 4

### Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

## Tennessee Academic Standards

### Language Arts

Grade 4 - Adopted: 2016

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

|   |           |  |
|---|-----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.WC.4   | Word Composition - Standard 4  |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. |
| LEARNING EXPECTATION                    | 4.FL.WC.4 | Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

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|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.F.5   | Fluency - Standard 5   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Read with sufficient accuracy and fluency to support comprehension. |
| LEARNING EXPECTATION                    | 4.FL.F.5 | Read with sufficient accuracy and fluency to support comprehension.              |

INDICATOR 4.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 4.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

|                                      |         |                                   |
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| CONCEPTUAL STRAND / GUIDING QUESTION | FL.SC.6 | Sentence Composition - Standard 6 |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |           | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | 4.FL.SC.6 | <b>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.</b>                                 |

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

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

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|--|--------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | FL.VA.7      | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |              | <b>Cornerstone: 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.</b> |
| <b>LEARNING EXPECTATION</b>                    | 4.FL.VA.7 a. | <b>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.</b>   |

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

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

|  |         |   |
|--|---------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | FL.VA.7 | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |         | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.FL.VA.7c. 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.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

|  |          |   |
|--|----------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | R.KID.1. | <b>Key Ideas and Details - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |          | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.RI.KID.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.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**



|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.SL.CC.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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.PKI.4</b> | <b>Presentation of Knowledge and Ideas - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.SL.PKI.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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                 |   |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**





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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.FL.VA.7c.      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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.1.</b> | <b>Key Ideas and Details - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.RI.KID.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.2.</b> | <b>Key Ideas and Details - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b> |

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.CS.4.</b> | <b>Craft and Structure - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.RI.CS.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

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|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.IK1.8.</b> | <b>Integration of Knowledge and Ideas - Standard 8</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.RI.IK1.8.      Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.RRTC. 10.</b> | <b>Range of Reading and Level of Text Complexity - Standard 10</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                    | <b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b> |

LEARNING EXPECTATION      4.RI.RRTC. C.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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.SL.CC. 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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                 |   |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                 |  |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TTP.2</b>  | <b>Text Types and Protocol - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>  |

INDICATOR      4.W.TP.2.a.      Introduce a topic.

INDICATOR      4.W.TP.2.b.      Group related information in paragraphs and sections.

INDICATOR      4.W.TP.2.c.      Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.

INDICATOR      4.W.TP.2.d.      Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR      4.W.TP.2.e.      Provide a conclusion related to the information or explanation presented.

INDICATOR      4.W.TP.2.f.      Link ideas within categories of information using words and phrases.

INDICATOR      4.W.TP.2.g.      Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR      4.W.TP.2.h.      Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b> |
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**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.WC.4</b>   | <b>Word Composition - Standard 4</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.F.5</b>   | <b>Fluency - Standard 5</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.F.5</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>              |

INDICATOR 4.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 4.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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| INDICATOR | 4.FL.SC.<br>6.i. | Write several cohesive paragraphs on a topic. |
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

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|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>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.   |

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| INDICATOR | 4.FL.VA.<br>7a.i. | Use context as a clue to the meaning of a word or phrase. |
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7 | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

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| LEARNING EXPECTATION | 4.FL.VA.<br>7c. | 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. |
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**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | R.KID.1. | Key Ideas and Details - Standard 1   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: 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. |

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| LEARNING EXPECTATION | 4.RI.KID.<br>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. |
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**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

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| CONCEPTUAL STRAND / GUIDING QUESTION | R.KID.2. | Key Ideas and Details - Standard 2 |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
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| LEARNING EXPECTATION | 4.SL.CC.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. |
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |
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| LEARNING EXPECTATION | 4.SL.CC.2 | Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. |
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                 |   |
|---|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |
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|                      |            |  |
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| LEARNING EXPECTATION | 4.SL.PKI.6 | Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. |
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |               |   |
|---|---------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.TP.2</b> | <b>Text Types and Protocol - Standard 2</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
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| <b>LEARNING EXPECTATION</b> | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b> |
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| INDICATOR | 4.W.TP.2.a. | Introduce a topic. |
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| INDICATOR | 4.W.TP.2.b. | Group related information in paragraphs and sections. |
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| INDICATOR | 4.W.TP.2.c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader. |
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| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

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| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD W.4      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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |   |
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| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

LEARNING EXPECTATION      4.W.PD W.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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

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| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>9</b> | <b>Research to Build and Present Knowledge - Standard 9</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

|   |             |  |
|---|-------------|--|
| LEARNING EXPECTATION                    | 4.W.RBP K.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.  |
| <b>STRAND / STANDARD / COURSE</b>       |             | <b>WRITING STANDARDS</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RW.10     | Range of Writing - Standard 10   |
| GUIDING QUESTION / LEARNING EXPECTATION |             | Cornerstone: 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. |

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

Lesson 04: Unit 2 Writing from Notes, p. 35-42

## Tennessee Academic Standards

### Language Arts

#### Grade 4 - Adopted: 2016

|   |           |  |
|---|-----------|--|
| <b>STRAND / STANDARD / COURSE</b>       |           | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.WC.4   | Word Composition - Standard 4  |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. |
| LEARNING EXPECTATION                    | 4.FL.WC.4 | Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.              |

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| INDICATOR | 4.FL.WC.4.a. | Spell grade-appropriate words correctly consulting references as needed. |
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|---|----------|--|
| <b>STRAND / STANDARD / COURSE</b>       |          | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.F.5   | Fluency - Standard 5   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Read with sufficient accuracy and fluency to support comprehension. |
| LEARNING EXPECTATION                    | 4.FL.F.5 | Read with sufficient accuracy and fluency to support comprehension.              |

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|-----------|-------------|---|
| INDICATOR | 4.FL.F.5.a. | Read grade-level text with purpose and understanding. |
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| INDICATOR | 4.FL.F.5.<br>c. | Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. |
|-----------|-----------------|--|

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |           |   |
|---|-----------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.SC.6   | Sentence Composition - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: 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 with adult support. |
| LEARNING EXPECTATION                    | 4.FL.SC.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.                                 |

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|-----------|------------------|--|
| INDICATOR | 4.FL.SC.<br>6.e. | Produce complete sentences; recognize and correct inappropriate fragments and run-ons. |
|-----------|------------------|--|

|           |                  |                             |
|-----------|------------------|-----------------------------|
| INDICATOR | 4.FL.SC.<br>6.f. | Use correct capitalization. |
|-----------|------------------|-----------------------------|

|           |                  |   |
|-----------|------------------|---|
| INDICATOR | 4.FL.SC.<br>6.i. | Write several cohesive paragraphs on a topic. |
|-----------|------------------|---|

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>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.   |

|           |                   |   |
|-----------|-------------------|---|
| INDICATOR | 4.FL.VA.<br>7a.i. | Use context as a clue to the meaning of a word or phrase. |
|-----------|-------------------|---|

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.<br>7c. | 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.             |

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>R.KID.1.</b> | <b>Key Ideas and Details - Standard 1</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING  
EXPECTATION

4.RI.KID.  
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.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>R.KID.2.</b> | <b>Key Ideas and Details - Standard 2</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                 | <b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b> |

LEARNING  
EXPECTATION

4.RI.KID.  
2.

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

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>R.CS.4.</b> | <b>Craft and Structure - Standard 4</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING  
EXPECTATION

4.RI.CS.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.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>R.IKI.8.</b> | <b>Integration of Knowledge and Ideas - Standard 8</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING  
EXPECTATION

4.RI.IKI.8.

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

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                   |  |
|--|-------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.RRTC.10.</b> | <b>Range of Reading and Level of Text Complexity - Standard 10</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                   | <b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b> |

LEARNING EXPECTATION      4.RI.RRTC.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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.SL.CC.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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |

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

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |

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

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TTP.2</b>  | <b>Text Types and Protocol - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>  |
| INDICATOR                                      | 4.W.TP.2.<br>a. | Introduce a topic.   |
| INDICATOR                                      | 4.W.TP.2.<br>b. | Group related information in paragraphs and sections.  |
| INDICATOR                                      | 4.W.TP.2.<br>c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.  |
| INDICATOR                                      | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   |
| INDICATOR                                      | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR                                      | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR                                      | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR                                      | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>   |
| LEARNING EXPECTATION                           | 4.W.PD<br>W.4  | 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.) |

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

LEARNING EXPECTATION      4.W.PD W.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.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.RBPK.9</b> | <b>Research to Build and Present Knowledge - Standard 9</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.RW.10</b> | <b>Range of Writing - Standard 10</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

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

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

**Tennessee Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |               |   |
|--|---------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.F.5</b> | <b>Fluency - Standard 5</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |               | <b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b> |

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|-----------------------------|-----------------|--|
| <b>LEARNING EXPECTATION</b> | <b>4.FL.F.5</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
| INDICATOR                   | 4.FL.F.5.<br>a. | Read grade-level text with purpose and understanding.                      |

|           |                 |  |
|-----------|-----------------|--|
| INDICATOR | 4.FL.F.5.<br>c. | Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. |
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |
| INDICATOR                                      | 4.FL.SC.<br>6.e. | Produce complete sentences; recognize and correct inappropriate fragments and run-ons.   |
| INDICATOR                                      | 4.FL.SC.<br>6.i. | Write several cohesive paragraphs on a topic.  |

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |                         |   |
|--|-------------------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b>          | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                         | <b>Cornerstone: 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.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.VA.7<br/>a.</b> | <b>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.</b>   |
| INDICATOR                                      | 4.FL.VA.<br>7a.i.       | Use context as a clue to the meaning of a word or phrase.   |

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

|   |             |  |
|---|-------------|--|
| LEARNING EXPECTATION                    | 4.FL.VA.7c. | 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. |
| <b>STRAND / STANDARD / COURSE</b>       |             | <b>READING STANDARDS - LITERATURE</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | R.KID.1.    | Key Ideas and Details - Standard 1   |
| GUIDING QUESTION / LEARNING EXPECTATION |             | Cornerstone: 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.           |

|   |             |   |
|---|-------------|---|
| LEARNING EXPECTATION                    | 4.RL.KID.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. |
| <b>STRAND / STANDARD / COURSE</b>       |             | <b>READING STANDARDS - LITERATURE</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | R.KID.3.    | Key Ideas and Details - Standard 3  |
| GUIDING QUESTION / LEARNING EXPECTATION |             | Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |

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|---|-------------|--|
| LEARNING EXPECTATION                    | 4.RL.KID.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.                              |
| <b>STRAND / STANDARD / COURSE</b>       |             | <b>READING STANDARDS - LITERATURE</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | R.CS.4.     | Craft and Structure - Standard 4   |
| GUIDING QUESTION / LEARNING EXPECTATION |             | Cornerstone: 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. |

|   |            |   |
|---|------------|---|
| LEARNING EXPECTATION                    | 4.RL.CS.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.                               |
| <b>STRAND / STANDARD / COURSE</b>       |            | <b>READING STANDARDS - LITERATURE</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | R.CS.5.    | Craft and Structure - Standard 5  |
| GUIDING QUESTION / LEARNING EXPECTATION |            | Cornerstone: 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. |

|                      |            |  |
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| LEARNING EXPECTATION | 4.RL.CS.5. | Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. |
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**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

|   |            |   |
|---|------------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | R.RRTC.10. | Range of Reading and Level of Text Complexity - Standard 10   |
| GUIDING QUESTION / LEARNING EXPECTATION |            | Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.1 | Comprehension and Collaboration - Standard 1   |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |         |   |
|---|---------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.2 | Comprehension and Collaboration - Standard 2  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.PKI.4 | Presentation of Knowledge and Ideas - Standard 4   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: 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. |

|                      |            |   |
|----------------------|------------|---|
| LEARNING EXPECTATION | 4.SL.PKI.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. |
|----------------------|------------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.PKI.6 | Presentation of Knowledge and Ideas - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |           |   |
|---|-----------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.TTP.3   | Text Types and Protocol - Standard 3  |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| LEARNING EXPECTATION                    | 4.W.TTP.3 | Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.               |

|           |              |  |
|-----------|--------------|--|
| INDICATOR | 4.W.TTP.3.b. | Organize an event sequence that unfolds naturally and logically. |
|-----------|--------------|--|

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

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| INDICATOR | 4.W.TTP.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
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| INDICATOR | 4.W.TTP.3.f. | Use precise words and phrases and use sensory details to convey experiences and events. |
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|-----------|--------------|--|
| INDICATOR | 4.W.TTP.3.g. | Apply language standards addressed in the Foundational Literacy standards. |
|-----------|--------------|--|

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |         |   |
|---|---------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.PDW.4 | Production and Distribution of Writing - Standard 4   |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |



|  |                  |   |
|--|------------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.WC.4</b>   | <b>Word Composition - Standard 4</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.FL.VA.7c. 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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b> |
|---|----------------|---|

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|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b> |
|---|----------------|---|

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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |
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|                      |           |  |
|----------------------|-----------|--|
| LEARNING EXPECTATION | 4.SL.CC.2 | Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. |
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                 |   |
|---|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b> |
|---|-----------------|---|

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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |
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| LEARNING EXPECTATION | 4.SL.PKI.6 | Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. |
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.TTP.3</b> | <b>Text Types and Protocol - Standard 3</b> |
|---|----------------|---|

|  |  |  |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b> |
|--|--|--|

|                             |                  |  |
|-----------------------------|------------------|--|
| <b>LEARNING EXPECTATION</b> | <b>4.W.TTP.3</b> | <b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b> |
|-----------------------------|------------------|--|

|           |              |  |
|-----------|--------------|--|
| INDICATOR | 4.W.TTP.3.b. | Organize an event sequence that unfolds naturally and logically. |
|-----------|--------------|--|

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

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

|  |                      |   |
|--|----------------------|---|
| INDICATOR  | 4.W.TTP.<br>3.f.     | Use precise words and phrases and use sensory details to convey experiences and events.   |
| INDICATOR  | 4.W.TTP.<br>3.g.     | Apply language standards addressed in the Foundational Literacy standards.  |
| <b>STRAND /<br/>STANDARD /<br/>COURSE</b>                  |                      | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.4</b>       | <b>Production and Distribution of Writing - Standard 4</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>  |
| LEARNING<br>EXPECTATION                                    | 4.W.PD<br>W.4        | 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.)                  |
| <b>STRAND /<br/>STANDARD /<br/>COURSE</b>                  |                      | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.5</b>       | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>   |
| LEARNING<br>EXPECTATION                                    | 4.W.PD<br>W.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.) |
| <b>STRAND /<br/>STANDARD /<br/>COURSE</b>                  |                      | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>9</b> | <b>Research to Build and Present Knowledge - Standard 9</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>   |
| LEARNING<br>EXPECTATION                                    | 4.W.RBP<br>K.9       | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.   |
| <b>STRAND /<br/>STANDARD /<br/>COURSE</b>                  |                      | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RW.10</b>       | <b>Range of Writing - Standard 10</b>   |

|  |           |   |
|--|-----------|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |           | <b>Cornerstone: 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.</b> |
| LEARNING EXPECTATION                           | 4.W.RW.10 | Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.   |

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

**Tennessee Academic Standards**

**Language Arts**  
Grade 4 - Adopted: 2016

| <b>FOUNDATIONAL LITERACY STANDARDS</b>         |             |  |
|--|-------------|--|
| <b>STRAND / STANDARD / COURSE</b>              |             |  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | FL.F.5      | Fluency - Standard 5   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |             | <b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>                  |
| <b>LEARNING EXPECTATION</b>                    | 4.FL.F.5    | <b>Read with sufficient accuracy and fluency to support comprehension.</b>                               |
| INDICATOR                                      | 4.FL.F.5.a. | Read grade-level text with purpose and understanding.  |
| INDICATOR                                      | 4.FL.F.5.c. | Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. |

| <b>FOUNDATIONAL LITERACY STANDARDS</b>         |              |  |
|--|--------------|--|
| <b>STRAND / STANDARD / COURSE</b>              |              |  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | FL.SC.6      | Sentence Composition - Standard 6  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |              | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | 4.FL.SC.6    | <b>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.</b>                                 |
| INDICATOR                                      | 4.FL.SC.6.i. | Write several cohesive paragraphs on a topic.  |

| <b>FOUNDATIONAL LITERACY STANDARDS</b> |  |  |
|--|--|--|
| <b>STRAND / STANDARD / COURSE</b>      |  |  |

|  |                     |   |
|--|---------------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b>      | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                     | <b>Cornerstone: 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.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.VA.7 a.</b> | <b>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.</b>   |

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

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.FL.VA.7c.      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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.1.</b> | <b>Key Ideas and Details - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.RL.KID.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.3.</b> | <b>Key Ideas and Details - Standard 3</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b> |

LEARNING EXPECTATION      4.RL.KID.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.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS - LITERATURE**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>R.CS.4.</b> | <b>Craft and Structure - Standard 4</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING  
EXPECTATION

4.RL.CS.  
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.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS - LITERATURE**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>R.CS.5.</b> | <b>Craft and Structure - Standard 5</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING  
EXPECTATION

4.RL.CS.  
5.

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

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS - LITERATURE**

|  |                        |  |
|--|------------------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>R.RRTC.<br/>10.</b> | <b>Range of Reading and Level of Text Complexity - Standard 10</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                        | <b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b> |

LEARNING  
EXPECTATION

4.RL.RRT  
C.10.

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

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING  
EXPECTATION

4.SL.CC.  
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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |

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

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |

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

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TTP.3</b> | <b>Text Types and Protocol - Standard 3</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b> |

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

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

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

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

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

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

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING  
EXPECTATION

4.W.PD  
W.4

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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

LEARNING  
EXPECTATION

4.W.PD  
W.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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.RBPK.9</b> | <b>Research to Build and Present Knowledge - Standard 9</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

LEARNING  
EXPECTATION

4.W.RBP  
K.9

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

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.RW.10</b> | <b>Range of Writing - Standard 10</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING  
EXPECTATION

4.W.RW.  
10

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

## Tennessee Academic Standards

## Language Arts

Grade 4 - Adopted: 2016

## STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

|   |           |  |
|---|-----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.WC.4   | Word Composition - Standard 4  |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. |
| LEARNING EXPECTATION                    | 4.FL.WC.4 | Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

## STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

|   |           |   |
|---|-----------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.SC.6   | Sentence Composition - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: 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 with adult support. |
| LEARNING EXPECTATION                    | 4.FL.SC.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.                                 |

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

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

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

## STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7 | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

|                             |                 |  |
|-----------------------------|-----------------|--|
| <b>LEARNING EXPECTATION</b> | 4.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. |
| INDICATOR                   | 4.FL.VA.7a.iii. | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.                  |

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | FL.VA.7      | Vocabulary Acquisition - Standard 7  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |              | Cornerstone: 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. |
| <b>LEARNING EXPECTATION</b>                    | 4.FL.VA.7 b. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |

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| INDICATOR | 4.FL.VA.7b.iii. | Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings |
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | FL.VA.7 | Vocabulary Acquisition - Standard 7  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |         | Cornerstone: 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. |

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| LEARNING EXPECTATION | 4.FL.VA.7c. | 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. |
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | SL.CC.1 | Comprehension and Collaboration - Standard 1   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |         | Cornerstone: 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. |

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| LEARNING EXPECTATION | 4.SL.CC.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. |
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | SL.CC.2 | Comprehension and Collaboration - Standard 2 |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |
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| LEARNING EXPECTATION | 4.SL.CC.2 | Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. |
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**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

|   |                 |   |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |
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| LEARNING EXPECTATION | 4.SL.PKI.6 | Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. |
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**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.TTP.3</b> | <b>Text Types and Protocol - Standard 3</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b> |
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| <b>LEARNING EXPECTATION</b> | <b>4.W.TTP.3</b> | <b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b> |
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| INDICATOR | 4.W.TTP.3.b. | Organize an event sequence that unfolds naturally and logically. |
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| INDICATOR | 4.W.TTP.3.d. | Use a variety of transitional words and phrases to manage the sequence of events. |
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| INDICATOR | 4.W.TTP.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
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| INDICATOR | 4.W.TTP.3.f. | Use precise words and phrases and use sensory details to convey experiences and events. |
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| INDICATOR | 4.W.TTP.3.g. | Apply language standards addressed in the Foundational Literacy standards. |
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**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |
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| LEARNING EXPECTATION | 4.W.PD<br>W.4 | 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.) |
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |
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| LEARNING EXPECTATION | 4.W.PD<br>W.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.) |
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.RBPK.9</b> | <b>Research to Build and Present Knowledge - Standard 9</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
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| LEARNING EXPECTATION | 4.W.RBP<br>K.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading. |
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                |                                       |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.RW.10</b> | <b>Range of Writing - Standard 10</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
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| LEARNING EXPECTATION | 4.W.RW.<br>10 | Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. |
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Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

**Tennessee Academic Standards**

**Language Arts**

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |   |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.WC.4</b>   | <b>Word Composition - Standard 4</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.F.5</b>   | <b>Fluency - Standard 5</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.F.5</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>              |

INDICATOR 4.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 4.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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| INDICATOR | 4.FL.SC.<br>6.i. | Write several cohesive paragraphs on a topic. |
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>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.   |

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| INDICATOR | 4.FL.VA.<br>7a.i. | Use context as a clue to the meaning of a word or phrase. |
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| INDICATOR | 4.FL.VA.<br>7a.iii. | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>b. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |

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|-----------|---------------------|---|
| INDICATOR | 4.FL.VA.<br>7b.iii. | Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings |
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.<br>7c. | 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.             |

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.1.</b> | <b>Key Ideas and Details - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.RI.KID.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.2.</b> | <b>Key Ideas and Details - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b> |

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

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|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.CS.4.</b> | <b>Craft and Structure - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.RI.CS.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.IKI.8.</b> | <b>Integration of Knowledge and Ideas - Standard 8</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**



|  |                 |  |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TTP.2</b>  | <b>Text Types and Protocol - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>  |

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| INDICATOR | 4.W.TP.2.<br>a. | Introduce a topic.   |
| INDICATOR | 4.W.TP.2.<br>b. | Group related information in paragraphs and sections.  |
| INDICATOR | 4.W.TP.2.<br>c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.                        |
| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD  
W.4      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.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b> |
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**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |   |
|--|------------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.WC.4</b>   | <b>Word Composition - Standard 4</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.F.5</b>   | <b>Fluency - Standard 5</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.F.5</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>              |

INDICATOR 4.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 4.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

|           |                  |   |
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| INDICATOR | 4.FL.SC.<br>6.i. | Write several cohesive paragraphs on a topic. |
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>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.   |

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|-----------|-------------------|---|
| INDICATOR | 4.FL.VA.<br>7a.i. | Use context as a clue to the meaning of a word or phrase. |
|-----------|-------------------|---|

|           |                     |   |
|-----------|---------------------|---|
| INDICATOR | 4.FL.VA.<br>7a.iii. | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|---------------------|---|

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>b. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |

|           |                     |   |
|-----------|---------------------|---|
| INDICATOR | 4.FL.VA.<br>7b.iii. | Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings |
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7 | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

|                      |                 |  |
|----------------------|-----------------|--|
| LEARNING EXPECTATION | 4.FL.VA.<br>7c. | 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. |
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**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.1.</b> | <b>Key Ideas and Details - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.RI.KID.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.2.</b> | <b>Key Ideas and Details - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b> |

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.CS.4.</b> | <b>Craft and Structure - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.RI.CS.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.IKI.8.</b> | <b>Integration of Knowledge and Ideas - Standard 8</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                    |  |
|--|--------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.RRTC. 10.</b> | <b>Range of Reading and Level of Text Complexity - Standard 10</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                    | <b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b> |

LEARNING EXPECTATION      4.RI.RRT C.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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.SL.CC. 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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TTP.2</b>  | <b>Text Types and Protocol - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>  |

|           |                 |  |
|-----------|-----------------|--|
| INDICATOR | 4.W.TP.2.<br>a. | Introduce a topic.   |
| INDICATOR | 4.W.TP.2.<br>b. | Group related information in paragraphs and sections.  |
| INDICATOR | 4.W.TP.2.<br>c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.                        |
| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD  
W.4      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.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b> |
|---|----------------|--|



**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |           |  |
|---|-----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.WC.4   | Word Composition - Standard 4  |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. |
| LEARNING EXPECTATION                    | 4.FL.WC.4 | Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.F.5   | Fluency - Standard 5   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Read with sufficient accuracy and fluency to support comprehension. |
| LEARNING EXPECTATION                    | 4.FL.F.5 | Read with sufficient accuracy and fluency to support comprehension.              |

INDICATOR 4.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 4.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |           |   |
|---|-----------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.SC.6   | Sentence Composition - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: 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 with adult support. |
| LEARNING EXPECTATION                    | 4.FL.SC.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.                                 |

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

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

|           |                  |   |
|-----------|------------------|---|
| INDICATOR | 4.FL.SC.<br>6.i. | Write several cohesive paragraphs on a topic. |
|-----------|------------------|---|

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>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.   |

|           |                   |   |
|-----------|-------------------|---|
| INDICATOR | 4.FL.VA.<br>7a.i. | Use context as a clue to the meaning of a word or phrase. |
|-----------|-------------------|---|

|           |                     |   |
|-----------|---------------------|---|
| INDICATOR | 4.FL.VA.<br>7a.iii. | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|---------------------|---|

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>b. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |

|           |                     |   |
|-----------|---------------------|---|
| INDICATOR | 4.FL.VA.<br>7b.iii. | Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings |
|-----------|---------------------|---|

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7 | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

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|----------------------|-----------------|--|
| LEARNING EXPECTATION | 4.FL.VA.<br>7c. | 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. |
|----------------------|-----------------|--|

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.1.</b> | <b>Key Ideas and Details - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION

4.RI.KID.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.2.</b> | <b>Key Ideas and Details - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b> |

LEARNING EXPECTATION

4.RI.KID.2.

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.CS.4.</b> | <b>Craft and Structure - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION

4.RI.CS.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.IKI.8.</b> | <b>Integration of Knowledge and Ideas - Standard 8</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION

4.RI.IKI.8.

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**



|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TTP.2</b>  | <b>Text Types and Protocol - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>  |

|           |                 |  |
|-----------|-----------------|--|
| INDICATOR | 4.W.TP.2.<br>a. | Introduce a topic.   |
| INDICATOR | 4.W.TP.2.<br>b. | Group related information in paragraphs and sections.  |
| INDICATOR | 4.W.TP.2.<br>c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.                        |
| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD  
W.4      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.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b> |
|---|----------------|--|



**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |                  |   |
|--|------------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.WC.4</b>   | <b>Word Composition - Standard 4</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.F.5</b>   | <b>Fluency - Standard 5</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.F.5</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>              |

INDICATOR 4.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 4.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

|           |                  |   |
|-----------|------------------|---|
| INDICATOR | 4.FL.SC.<br>6.i. | Write several cohesive paragraphs on a topic. |
|-----------|------------------|---|

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>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.   |

|           |                   |   |
|-----------|-------------------|---|
| INDICATOR | 4.FL.VA.<br>7a.i. | Use context as a clue to the meaning of a word or phrase. |
|-----------|-------------------|---|

|           |                     |   |
|-----------|---------------------|---|
| INDICATOR | 4.FL.VA.<br>7a.iii. | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|---------------------|---|

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>b. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |

|           |                     |   |
|-----------|---------------------|---|
| INDICATOR | 4.FL.VA.<br>7b.iii. | Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings |
|-----------|---------------------|---|

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7 | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

|                      |                 |  |
|----------------------|-----------------|--|
| LEARNING EXPECTATION | 4.FL.VA.<br>7c. | 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. |
|----------------------|-----------------|--|

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.1.</b> | <b>Key Ideas and Details - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION

4.RI.KID.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.2.</b> | <b>Key Ideas and Details - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b> |

LEARNING EXPECTATION

4.RI.KID.2.

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.CS.4.</b> | <b>Craft and Structure - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION

4.RI.CS.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.IKI.8.</b> | <b>Integration of Knowledge and Ideas - Standard 8</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION

4.RI.IKI.8.

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**



|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TTP.2</b>  | <b>Text Types and Protocol - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>  |

|           |                 |  |
|-----------|-----------------|--|
| INDICATOR | 4.W.TP.2.<br>a. | Introduce a topic.   |
| INDICATOR | 4.W.TP.2.<br>b. | Group related information in paragraphs and sections.  |
| INDICATOR | 4.W.TP.2.<br>c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.                        |
| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD  
W.4      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.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b> |
|---|----------------|--|



**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |   |
|--|------------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.WC.4</b>   | <b>Word Composition - Standard 4</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.F.5</b>   | <b>Fluency - Standard 5</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.F.5</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>              |

INDICATOR 4.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 4.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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| INDICATOR | 4.FL.SC.<br>6.i. | Write several cohesive paragraphs on a topic. |
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>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.   |

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| INDICATOR | 4.FL.VA.<br>7a.i. | Use context as a clue to the meaning of a word or phrase. |
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|-----------|---------------------|---|
| INDICATOR | 4.FL.VA.<br>7a.iii. | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>b. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |

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| INDICATOR | 4.FL.VA.<br>7b.iii. | Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings |
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7 | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

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| LEARNING EXPECTATION | 4.FL.VA.<br>7c. | 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. |
|----------------------|-----------------|--|

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.1.</b> | <b>Key Ideas and Details - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.RI.KID.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.KID.2.</b> | <b>Key Ideas and Details - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b> |

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.CS.4.</b> | <b>Craft and Structure - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.RI.CS.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>R.IKI.8.</b> | <b>Integration of Knowledge and Ideas - Standard 8</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**



|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TTP.2</b>  | <b>Text Types and Protocol - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>  |

|           |                 |  |
|-----------|-----------------|--|
| INDICATOR | 4.W.TP.2.<br>a. | Introduce a topic.   |
| INDICATOR | 4.W.TP.2.<br>b. | Group related information in paragraphs and sections.  |
| INDICATOR | 4.W.TP.2.<br>c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.                        |
| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD  
W.4      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.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b> |
|---|----------------|--|



**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |   |
|--|------------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.WC.4</b>   | <b>Word Composition - Standard 4</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.FL.VA.7c. 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.

**STRAND /  
STANDARD /  
COURSE****SPEAKING AND LISTENING STANDARDS**



|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TTP.3</b>   | <b>Text Types and Protocol - Standard 3</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.W.TTP.3</b> | <b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>               |
| INDICATOR                                      | 4.W.TTP.3.b.     | Organize an event sequence that unfolds naturally and logically.   |
| INDICATOR                                      | 4.W.TTP.3.d.     | Use a variety of transitional words and phrases to manage the sequence of events.  |
| INDICATOR                                      | 4.W.TTP.3.e.     | Provide a conclusion that follows from the narrated experiences or events.   |
| INDICATOR                                      | 4.W.TTP.3.f.     | Use precise words and phrases and use sensory details to convey experiences and events.  |
| INDICATOR                                      | 4.W.TTP.3.g.     | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION 4.W.PDW.4  
W.4 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.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

LEARNING EXPECTATION 4.W.PDW.5  
W.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.)

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

|  |                      |  |
|--|----------------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>8</b> | <b>Research to Build and Present Knowledge - Standard 8</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b> |

LEARNING  
EXPECTATION4.W.RBP  
K.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.

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

|  |                      |   |
|--|----------------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>9</b> | <b>Research to Build and Present Knowledge - Standard 9</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

LEARNING  
EXPECTATION4.W.RBP  
K.9

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

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RW.10</b> | <b>Range of Writing - Standard 10</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING  
EXPECTATION4.W.RW.  
10

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

Lesson 15: Unit 5 Writing from Pictures, p. 119-124

**Tennessee Academic Standards****Language Arts**

Grade 4 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|   |                |                                      |
|---|----------------|--------------------------------------|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b> | <b>FL.WC.4</b> | <b>Word Composition - Standard 4</b> |
|---|----------------|--------------------------------------|

|  |                  |   |
|--|------------------|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.FL.VA.7c. 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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

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| LEARNING EXPECTATION | 4.SL.CC.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. |
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |         |   |
|---|---------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.2 | Comprehension and Collaboration - Standard 2  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. |

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| LEARNING EXPECTATION | 4.SL.CC.2 | Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. |
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.PKI.6 | Presentation of Knowledge and Ideas - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

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| LEARNING EXPECTATION | 4.SL.PKI.6 | Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. |
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |           |   |
|---|-----------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.TTP.3   | Text Types and Protocol - Standard 3  |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| LEARNING EXPECTATION                    | 4.W.TTP.3 | Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.               |

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| INDICATOR | 4.W.TTP.3.b. | Organize an event sequence that unfolds naturally and logically. |
|-----------|--------------|--|

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

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

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

|   |                  |   |
|---|------------------|---|
| INDICATOR                               | 4.W.TTP.<br>3.g. | Apply language standards addressed in the Foundational Literacy standards.  |
| <b>STRAND / STANDARD / COURSE</b>       |                  | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.PDW.4          | Production and Distribution of Writing - Standard 4   |
| GUIDING QUESTION / LEARNING EXPECTATION |                  | Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   |
| LEARNING EXPECTATION                    | 4.W.PD<br>W.4    | 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.)                  |
| <b>STRAND / STANDARD / COURSE</b>       |                  | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.PDW.5          | Production and Distribution of Writing - Standard 5   |
| GUIDING QUESTION / LEARNING EXPECTATION |                  | Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| LEARNING EXPECTATION                    | 4.W.PD<br>W.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.) |
| <b>STRAND / STANDARD / COURSE</b>       |                  | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RBPK.<br>8     | Research to Build and Present Knowledge - Standard 8  |
| GUIDING QUESTION / LEARNING EXPECTATION |                  | Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.   |
| LEARNING EXPECTATION                    | 4.W.RBP<br>K.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.  |
| <b>STRAND / STANDARD / COURSE</b>       |                  | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RBPK.<br>9     | Research to Build and Present Knowledge - Standard 9  |
| GUIDING QUESTION / LEARNING EXPECTATION |                  | Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.  |

|   |                          |  |
|---|--------------------------|--|
| LEARNING EXPECTATION                    | 4.W.RBP K.9              | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.  |
| <b>STRAND / STANDARD / COURSE</b>       | <b>WRITING STANDARDS</b> |  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RW.10                  | Range of Writing - Standard 10   |
| GUIDING QUESTION / LEARNING EXPECTATION |                          | Cornerstone: 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. |

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

Lesson 16: Unit 5 Writing from Pictures, p. 125-128

## Tennessee Academic Standards

### Language Arts

#### Grade 4 - Adopted: 2016

|   |  |  |
|---|--|--|
| <b>STRAND / STANDARD / COURSE</b>       | <b>FOUNDATIONAL LITERACY STANDARDS</b> |  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7                                | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |  | Cornerstone: 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. |

|                      |             |  |
|----------------------|-------------|--|
| LEARNING EXPECTATION | 4.FL.VA.7c. | 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. |
|----------------------|-------------|--|

|   |   |  |
|---|---|--|
| <b>STRAND / STANDARD / COURSE</b>       | <b>SPEAKING AND LISTENING STANDARDS</b> |  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.1                                 | Comprehension and Collaboration - Standard 1   |
| GUIDING QUESTION / LEARNING EXPECTATION |   | Cornerstone: 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. |

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

|                                   |   |  |
|-----------------------------------|---|--|
| <b>STRAND / STANDARD / COURSE</b> | <b>SPEAKING AND LISTENING STANDARDS</b> |  |
|-----------------------------------|---|--|



|                             |                  |  |
|-----------------------------|------------------|--|
| <b>LEARNING EXPECTATION</b> | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
|-----------------------------|------------------|--|

|           |              |  |
|-----------|--------------|--|
| INDICATOR | 4.FL.WC.4.a. | Spell grade-appropriate words correctly consulting references as needed. |
|-----------|--------------|--|

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>FL.SC.6</b> | <b>Sentence Composition - Standard 6</b> |
|---|----------------|--|

|  |  |  |
|--|--|--|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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 with adult support.</b> |
|--|--|--|

|                             |                  |  |
|-----------------------------|------------------|--|
| <b>LEARNING EXPECTATION</b> | <b>4.FL.SC.6</b> | <b>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.</b> |
|-----------------------------|------------------|--|

|           |              |                                     |
|-----------|--------------|-------------------------------------|
| INDICATOR | 4.FL.SC.6.d. | Form and use prepositional phrases. |
|-----------|--------------|-------------------------------------|

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

|           |              |                             |
|-----------|--------------|-----------------------------|
| INDICATOR | 4.FL.SC.6.f. | Use correct capitalization. |
|-----------|--------------|-----------------------------|

|           |              |   |
|-----------|--------------|---|
| INDICATOR | 4.FL.SC.6.i. | Write several cohesive paragraphs on a topic. |
|-----------|--------------|---|

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b> |
|---|----------------|--|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

|                      |             |  |
|----------------------|-------------|--|
| LEARNING EXPECTATION | 4.FL.VA.7c. | 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. |
|----------------------|-------------|--|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b> |
|---|----------------|---|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |         |   |
|---|---------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.2 | Comprehension and Collaboration - Standard 2  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.PKI.6 | Presentation of Knowledge and Ideas - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |           |   |
|---|-----------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.TTP.3   | Text Types and Protocol - Standard 3  |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| LEARNING EXPECTATION                    | 4.W.TTP.3 | Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.               |

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| INDICATOR | 4.W.TTP.3.b. | Organize an event sequence that unfolds naturally and logically. |
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| INDICATOR | 4.W.TTP.3.d. | Use a variety of transitional words and phrases to manage the sequence of events. |
|-----------|--------------|---|

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

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

|   |                  |   |
|---|------------------|---|
| INDICATOR                               | 4.W.TTP.<br>3.g. | Apply language standards addressed in the Foundational Literacy standards.  |
| <b>STRAND / STANDARD / COURSE</b>       |                  | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.PDW.4          | Production and Distribution of Writing - Standard 4   |
| GUIDING QUESTION / LEARNING EXPECTATION |                  | Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   |
| LEARNING EXPECTATION                    | 4.W.PD<br>W.4    | 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.)                  |
| <b>STRAND / STANDARD / COURSE</b>       |                  | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.PDW.5          | Production and Distribution of Writing - Standard 5   |
| GUIDING QUESTION / LEARNING EXPECTATION |                  | Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| LEARNING EXPECTATION                    | 4.W.PD<br>W.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.) |
| <b>STRAND / STANDARD / COURSE</b>       |                  | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RBPK.<br>8     | Research to Build and Present Knowledge - Standard 8  |
| GUIDING QUESTION / LEARNING EXPECTATION |                  | Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.   |
| LEARNING EXPECTATION                    | 4.W.RBP<br>K.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.  |
| <b>STRAND / STANDARD / COURSE</b>       |                  | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RBPK.<br>9     | Research to Build and Present Knowledge - Standard 9  |
| GUIDING QUESTION / LEARNING EXPECTATION |                  | Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.  |

|   |             |  |
|---|-------------|--|
| LEARNING EXPECTATION                    | 4.W.RBP K.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.  |
| <b>STRAND / STANDARD / COURSE</b>       |             | <b>WRITING STANDARDS</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RW.10     | Range of Writing - Standard 10   |
| GUIDING QUESTION / LEARNING EXPECTATION |             | Cornerstone: 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. |

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

Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

**Tennessee Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

|   |           |   |
|---|-----------|---|
| <b>STRAND / STANDARD / COURSE</b>       |           | <b>FOUNDATIONAL LITERACY STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.SC.6   | Sentence Composition - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: 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 with adult support. |
| LEARNING EXPECTATION                    | 4.FL.SC.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.                                 |

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

|   |         |  |
|---|---------|--|
| <b>STRAND / STANDARD / COURSE</b>       |         | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7 | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

|                      |             |  |
|----------------------|-------------|--|
| LEARNING EXPECTATION | 4.FL.VA.7c. | 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. |
|----------------------|-------------|--|

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.SL.CC.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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |

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

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.PKI.4</b> | <b>Presentation of Knowledge and Ideas - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.SL.PKI.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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |

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

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING  
EXPECTATION

4.W.PD  
W.4

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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                      |  |
|--|----------------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>8</b> | <b>Research to Build and Present Knowledge - Standard 8</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b> |

LEARNING  
EXPECTATION

4.W.RBP  
K.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.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                      |   |
|--|----------------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>9</b> | <b>Research to Build and Present Knowledge - Standard 9</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

LEARNING  
EXPECTATION

4.W.RBP  
K.9

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

Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

**Tennessee Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                |                                      |
|---|----------------|--------------------------------------|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b> | <b>FL.WC.4</b> | <b>Word Composition - Standard 4</b> |
|---|----------------|--------------------------------------|

|  |                  |   |
|--|------------------|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.FL.VA.7c. 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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |         |   |
|---|---------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.2 | Comprehension and Collaboration - Standard 2  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.PKI.6 | Presentation of Knowledge and Ideas - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |          |   |
|---|----------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.TP.2   | Text Types and Protocol - Standard 2  |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LEARNING EXPECTATION                    | 4.W.TP.2 | Write informative/explanatory texts to examine a topic and convey ideas and information.  |

|           |                 |                    |
|-----------|-----------------|--------------------|
| INDICATOR | 4.W.TP.2.<br>a. | Introduce a topic. |
|-----------|-----------------|--------------------|

|           |                 |   |
|-----------|-----------------|---|
| INDICATOR | 4.W.TP.2.<br>b. | Group related information in paragraphs and sections. |
|-----------|-----------------|---|

|           |                 |   |
|-----------|-----------------|---|
| INDICATOR | 4.W.TP.2.<br>c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader. |
|-----------|-----------------|---|

|           |                 |  |
|-----------|-----------------|--|
| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|-----------|-----------------|--|

|           |                 |   |
|-----------|-----------------|---|
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.                 |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.                      |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.                |

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD W.4      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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

LEARNING EXPECTATION      4.W.PD W.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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                      |  |
|--|----------------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>8</b> | <b>Research to Build and Present Knowledge - Standard 8</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b> |

LEARNING EXPECTATION      4.W.RBP K.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.

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.RBPK.9</b> | <b>Research to Build and Present Knowledge - Standard 9</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

LEARNING  
EXPECTATION4.W.RBP  
K.9

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

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.RW.10</b> | <b>Range of Writing - Standard 10</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING  
EXPECTATION4.W.RW.  
10

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

## Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

**Tennessee Academic Standards****Language Arts**

Grade 4 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.F.5</b>   | <b>Fluency - Standard 5</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.F.5</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>              |

INDICATOR

4.FL.F.5.  
a.

Read grade-level text with purpose and understanding.

INDICATOR

4.FL.F.5.  
c.

Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|   |           |   |
|---|-----------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.SC.6   | Sentence Composition - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: 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 with adult support. |
| LEARNING EXPECTATION                    | 4.FL.SC.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.                                 |

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

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|   |              |  |
|---|--------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7      | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |              | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.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.   |

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

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7 | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

LEARNING EXPECTATION 4.FL.VA.7c. 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.

**STRAND /  
STANDARD /  
COURSE****READING STANDARDS – INFORMATIONAL TEXT**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | R.KID.1. | Key Ideas and Details - Standard 1   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: 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. |

|   |             |  |
|---|-------------|--|
| LEARNING EXPECTATION                    | 4.RI.KID.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.                      |
| <b>STRAND / STANDARD / COURSE</b>       |             | <b>READING STANDARDS – INFORMATIONAL TEXT</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | R.KID.2.    | Key Ideas and Details - Standard 2   |
| GUIDING QUESTION / LEARNING EXPECTATION |             | Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| LEARNING EXPECTATION                    | 4.RI.KID.2. | Determine the main idea of a text and explain how it is supported by key details; summarize a text.  |
| <b>STRAND / STANDARD / COURSE</b>       |             | <b>READING STANDARDS – INFORMATIONAL TEXT</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | R.CS.4.     | Craft and Structure - Standard 4   |
| GUIDING QUESTION / LEARNING EXPECTATION |             | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.RI.CS.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.                |
| <b>STRAND / STANDARD / COURSE</b>       |             | <b>READING STANDARDS – INFORMATIONAL TEXT</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | R.IKI.8.    | Integration of Knowledge and Ideas - Standard 8  |
| GUIDING QUESTION / LEARNING EXPECTATION |             | Cornerstone: 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.            |
| LEARNING EXPECTATION                    | 4.RI.IKI.8. | Explain how an author uses reasons and evidence to support particular points in a text.  |
| <b>STRAND / STANDARD / COURSE</b>       |             | <b>READING STANDARDS – INFORMATIONAL TEXT</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | R.RRTC.10.  | Range of Reading and Level of Text Complexity - Standard 10  |
| GUIDING QUESTION / LEARNING EXPECTATION |             | Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.  |

|                      |               |  |
|----------------------|---------------|--|
| LEARNING EXPECTATION | 4.RI.RT C.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. |
|----------------------|---------------|--|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.1 | Comprehension and Collaboration - Standard 1   |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |         |   |
|---|---------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.2 | Comprehension and Collaboration - Standard 2  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.PKI.4 | Presentation of Knowledge and Ideas - Standard 4   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: 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. |

|                      |            |   |
|----------------------|------------|---|
| LEARNING EXPECTATION | 4.SL.PKI.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. |
|----------------------|------------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.PKI.6 | Presentation of Knowledge and Ideas - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |         |   |
|---|---------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.PDW.4 | Production and Distribution of Writing - Standard 4   |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |

|                      |            |  |
|----------------------|------------|--|
| LEARNING EXPECTATION | 4.W.PD.W.4 | 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.) |
|----------------------|------------|--|

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |          |   |
|---|----------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RBPK.8 | Research to Build and Present Knowledge - Standard 8  |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. |

|                      |             |  |
|----------------------|-------------|--|
| LEARNING EXPECTATION | 4.W.RBP.K.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. |
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RBPK.9 | Research to Build and Present Knowledge - Standard 9   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research. |

|                      |             |   |
|----------------------|-------------|---|
| LEARNING EXPECTATION | 4.W.RBP.K.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading. |
|----------------------|-------------|---|

Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

**Tennessee Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |                  |   |
|--|------------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.WC.4</b>   | <b>Word Composition - Standard 4</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.FL.VA.7c. 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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b> |
|---|----------------|---|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b> |
|---|----------------|---|

|  |  |  |
|--|--|--|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |
|--|--|--|

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                 |   |
|---|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b> |
|---|-----------------|---|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |
|--|--|---|

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |               |   |
|---|---------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.TP.2</b> | <b>Text Types and Protocol - Standard 2</b> |
|---|---------------|---|

|  |  |  |
|--|--|--|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
|--|--|--|

|                             |                 |   |
|-----------------------------|-----------------|---|
| <b>LEARNING EXPECTATION</b> | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b> |
|-----------------------------|-----------------|---|

|           |             |                    |
|-----------|-------------|--------------------|
| INDICATOR | 4.W.TP.2.a. | Introduce a topic. |
|-----------|-------------|--------------------|

|           |             |   |
|-----------|-------------|---|
| INDICATOR | 4.W.TP.2.b. | Group related information in paragraphs and sections. |
|-----------|-------------|---|

|           |             |   |
|-----------|-------------|---|
| INDICATOR | 4.W.TP.2.c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader. |
|-----------|-------------|---|

|           |                 |  |
|-----------|-----------------|--|
| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD  
W.4      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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

LEARNING EXPECTATION      4.W.PD  
W.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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                      |  |
|--|----------------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>8</b> | <b>Research to Build and Present Knowledge - Standard 8</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b> |

|                      |                |  |
|----------------------|----------------|--|
| LEARNING EXPECTATION | 4.W.RBP<br>K.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. |
|----------------------|----------------|--|

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RBPK.9 | Research to Build and Present Knowledge - Standard 9   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research. |

|                      |                |   |
|----------------------|----------------|---|
| LEARNING EXPECTATION | 4.W.RBP<br>K.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading. |
|----------------------|----------------|---|

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RW.10 | Range of Writing - Standard 10   |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

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

Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

**Tennessee Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.F.5   | Fluency - Standard 5   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Read with sufficient accuracy and fluency to support comprehension. |
| LEARNING EXPECTATION                    | 4.FL.F.5 | Read with sufficient accuracy and fluency to support comprehension.              |

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| INDICATOR | 4.FL.F.5.<br>a. | Read grade-level text with purpose and understanding. |
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|---|-----------------|---|
| INDICATOR                               | 4.FL.F.5.<br>c. | Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.  |
| <b>STRAND / STANDARD / COURSE</b>       |                 | <b>FOUNDATIONAL LITERACY STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.SC.6         | Sentence Composition - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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 with adult support. |
| LEARNING EXPECTATION                    | 4.FL.SC.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.                                 |

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| INDICATOR                               | 4.FL.SC.<br>6.e. | Produce complete sentences; recognize and correct inappropriate fragments and run-ons.   |
| <b>STRAND / STANDARD / COURSE</b>       |                  | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7          | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                  | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>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.   |

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| INDICATOR                               | 4.FL.VA.<br>7a.i. | Use context as a clue to the meaning of a word or phrase.  |
| <b>STRAND / STANDARD / COURSE</b>       |                   | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7           | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                   | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.<br>7c.   | 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.             |

|                                      |          |   |
|--------------------------------------|----------|---|
| <b>STRAND / STANDARD / COURSE</b>    |          | <b>READING STANDARDS – INFORMATIONAL TEXT</b> |
| CONCEPTUAL STRAND / GUIDING QUESTION | R.KID.1. | Key Ideas and Details - Standard 1            |

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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

LEARNING EXPECTATION

4.RI.KID.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|   |                 |   |
|---|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>R.KID.2.</b> | <b>Key Ideas and Details - Standard 2</b> |
|---|-----------------|---|

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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b> |
|--|--|--|

LEARNING EXPECTATION

4.RI.KID.2.

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>R.CS.4.</b> | <b>Craft and Structure - Standard 4</b> |
|---|----------------|---|

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|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

LEARNING EXPECTATION

4.RI.CS.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|   |                 |  |
|---|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>R.IKI.8.</b> | <b>Integration of Knowledge and Ideas - Standard 8</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|--|

LEARNING EXPECTATION

4.RI.IKI.8.

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

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

|   |                   |  |
|---|-------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>R.RRTC.10.</b> | <b>Range of Reading and Level of Text Complexity - Standard 10</b> |
|---|-------------------|--|

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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b> |
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| LEARNING EXPECTATION | 4.RI.RRT C.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. |
|----------------------|----------------|--|

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b> |
|---|----------------|---|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b> |
|---|----------------|---|

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|--|--|--|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |
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| LEARNING EXPECTATION | 4.SL.CC.2 | Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. |
|----------------------|-----------|--|

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

|   |                 |   |
|---|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.PKI.4</b> | <b>Presentation of Knowledge and Ideas - Standard 4</b> |
|---|-----------------|---|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

|                      |            |   |
|----------------------|------------|---|
| LEARNING EXPECTATION | 4.SL.PKI.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. |
|----------------------|------------|---|

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

|   |                 |   |
|---|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b> |
|---|-----------------|---|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |
|--|--|---|

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b> |
|---|----------------|--|

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|--|--|--|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |
|--|--|--|

LEARNING EXPECTATION      4.W.PD W.4      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.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                 |   |
|---|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.RBPK.8</b> | <b>Research to Build and Present Knowledge - Standard 8</b> |
|---|-----------------|---|

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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b> |
|--|--|--|

LEARNING EXPECTATION      4.W.RBP K.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.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                 |   |
|---|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.RBPK.9</b> | <b>Research to Build and Present Knowledge - Standard 9</b> |
|---|-----------------|---|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
|--|--|---|

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

Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

**Tennessee Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |   |
|--|------------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.WC.4</b>   | <b>Word Composition - Standard 4</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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

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

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.FL.VA.7c. 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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.SL.CC.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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |

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

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |

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

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                 |  |
|--|-----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TP.2</b>   | <b>Text Types and Protocol - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>  |

INDICATOR      4.W.TP.2.a.      Introduce a topic.

|           |                 |  |
|-----------|-----------------|--|
| INDICATOR | 4.W.TP.2.<br>b. | Group related information in paragraphs and sections.  |
| INDICATOR | 4.W.TP.2.<br>c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.                        |
| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD W.4      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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

LEARNING EXPECTATION      4.W.PD W.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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.RBPK.9</b> | <b>Research to Build and Present Knowledge - Standard 9</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.RW.10</b> | <b>Range of Writing - Standard 10</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

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

Lesson 24: Unit 7 Inventive Writing, p. 191-196

**Tennessee Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.FL.VA.7c.      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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |         |   |
|---|---------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.2 | Comprehension and Collaboration - Standard 2  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.PKI.4 | Presentation of Knowledge and Ideas - Standard 4   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: 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. |

|                      |            |   |
|----------------------|------------|---|
| LEARNING EXPECTATION | 4.SL.PKI.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. |
|----------------------|------------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.PKI.6 | Presentation of Knowledge and Ideas - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.PDW.5 | Production and Distribution of Writing - Standard 5  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

|                      |               |   |
|----------------------|---------------|---|
| LEARNING EXPECTATION | 4.W.PD<br>W.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.) |
|----------------------|---------------|---|

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RW.10 | Range of Writing - Standard 10   |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

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

Lesson 25: Unit 7 Inventive Writing, p. 197-202

**Tennessee Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |               |  |
|---|---------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.WC.4       | Word Composition - Standard 4  |
| GUIDING QUESTION / LEARNING EXPECTATION |               | Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. |
| LEARNING EXPECTATION                    | 4.FL.WC.<br>4 | Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.              |

|           |                  |  |
|-----------|------------------|--|
| INDICATOR | 4.FL.WC.<br>4.a. | Spell grade-appropriate words correctly consulting references as needed. |
|-----------|------------------|--|

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |           |   |
|---|-----------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.SC.6   | Sentence Composition - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: 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 with adult support. |
| LEARNING EXPECTATION                    | 4.FL.SC.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.                                 |

|           |                  |  |
|-----------|------------------|--|
| INDICATOR | 4.FL.SC.<br>6.d. | Form and use prepositional phrases.  |
| INDICATOR | 4.FL.SC.<br>6.e. | Produce complete sentences; recognize and correct inappropriate fragments and run-ons. |
| INDICATOR | 4.FL.SC.<br>6.f. | Use correct capitalization.  |
| INDICATOR | 4.FL.SC.<br>6.i. | Write several cohesive paragraphs on a topic.  |

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>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.   |

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

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                 |  |
|---|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7         | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |                 | Cornerstone: 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. |
| LEARNING EXPECTATION                    | 4.FL.VA.7<br>b. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |

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

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.VA.7 | Vocabulary Acquisition - Standard 7  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

|                      |             |  |
|----------------------|-------------|--|
| LEARNING EXPECTATION | 4.FL.VA.7c. | 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. |
|----------------------|-------------|--|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.1 | Comprehension and Collaboration - Standard 1   |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |         |   |
|---|---------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.2 | Comprehension and Collaboration - Standard 2  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.PKI.6 | Presentation of Knowledge and Ideas - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |         |   |
|---|---------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.TTP.2 | Text Types and Protocol - Standard 2  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

|                             |                 |  |
|-----------------------------|-----------------|--|
| <b>LEARNING EXPECTATION</b> | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>                                  |
| INDICATOR                   | 4.W.TP.2.<br>a. | Introduce a topic.   |
| INDICATOR                   | 4.W.TP.2.<br>b. | Group related information in paragraphs and sections.  |
| INDICATOR                   | 4.W.TP.2.<br>c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.                        |
| INDICATOR                   | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| INDICATOR                   | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR                   | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR                   | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR                   | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD W.4      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.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

LEARNING EXPECTATION      4.W.PD W.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.)

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

|  |                      |  |
|--|----------------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>8</b> | <b>Research to Build and Present Knowledge - Standard 8</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b> |

LEARNING  
EXPECTATION4.W.RBP  
K.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.

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

|  |                      |   |
|--|----------------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>9</b> | <b>Research to Build and Present Knowledge - Standard 9</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

LEARNING  
EXPECTATION4.W.RBP  
K.9

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

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RW.10</b> | <b>Range of Writing - Standard 10</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING  
EXPECTATION4.W.RW.  
10

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

Lesson 26: Unit 7 Inventive Writing, p. 203-210

**Tennessee Academic Standards****Language Arts**

Grade 4 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|   |                |                                      |
|---|----------------|--------------------------------------|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b> | <b>FL.WC.4</b> | <b>Word Composition - Standard 4</b> |
|---|----------------|--------------------------------------|

|  |                  |   |
|--|------------------|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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

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

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.FL.VA.7c. 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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b> |
|---|----------------|---|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b> |
|---|----------------|---|

|  |  |  |
|--|--|--|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |
|--|--|--|

|                      |           |  |
|----------------------|-----------|--|
| LEARNING EXPECTATION | 4.SL.CC.2 | Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. |
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                 |   |
|---|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b> |
|---|-----------------|---|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |
|--|--|---|

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |               |   |
|---|---------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.TP.2</b> | <b>Text Types and Protocol - Standard 2</b> |
|---|---------------|---|

|  |  |  |
|--|--|--|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
|--|--|--|

|                             |                 |   |
|-----------------------------|-----------------|---|
| <b>LEARNING EXPECTATION</b> | <b>4.W.TP.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b> |
|-----------------------------|-----------------|---|

|           |             |                    |
|-----------|-------------|--------------------|
| INDICATOR | 4.W.TP.2.a. | Introduce a topic. |
|-----------|-------------|--------------------|

|           |             |   |
|-----------|-------------|---|
| INDICATOR | 4.W.TP.2.b. | Group related information in paragraphs and sections. |
|-----------|-------------|---|

|           |             |   |
|-----------|-------------|---|
| INDICATOR | 4.W.TP.2.c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader. |
|-----------|-------------|---|

|           |                 |  |
|-----------|-----------------|--|
| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>   |
| LEARNING<br>EXPECTATION                                    | 4.W.PD<br>W.4  | 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.) |

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>   |
| LEARNING<br>EXPECTATION                                    | 4.W.PD<br>W.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.) |

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                      |  |
|--|----------------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>8</b> | <b>Research to Build and Present Knowledge - Standard 8</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b> |

|                      |                |  |
|----------------------|----------------|--|
| LEARNING EXPECTATION | 4.W.RBP<br>K.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. |
|----------------------|----------------|--|

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RBPK.9 | Research to Build and Present Knowledge - Standard 9   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research. |

|                      |                |   |
|----------------------|----------------|---|
| LEARNING EXPECTATION | 4.W.RBP<br>K.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading. |
|----------------------|----------------|---|

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |         |  |
|---|---------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.RW.10 | Range of Writing - Standard 10   |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: 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. |

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

Lesson 27: Unit 7 Inventive Writing, p. 211-218

**Tennessee Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |           |  |
|---|-----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | FL.WC.4   | Word Composition - Standard 4  |
| GUIDING QUESTION / LEARNING EXPECTATION |           | Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. |
| LEARNING EXPECTATION                    | 4.FL.WC.4 | Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.              |

|           |              |  |
|-----------|--------------|--|
| INDICATOR | 4.FL.WC.4.a. | Spell grade-appropriate words correctly consulting references as needed. |
|-----------|--------------|--|

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                     |   |
|--|---------------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b>      | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                     | <b>Cornerstone: 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.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.VA.7 b.</b> | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>  |

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

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.FL.VA.7c. 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.

**STRAND /  
STANDARD /  
COURSE****SPEAKING AND LISTENING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.SL.CC.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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TTP.2</b> | <b>Text Types and Protocol - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |

LEARNING EXPECTATION      4.W.TP.2      Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR      4.W.TP.2.c      Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**



|                             |                  |  |
|-----------------------------|------------------|--|
| <b>LEARNING EXPECTATION</b> | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
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|           |              |  |
|-----------|--------------|--|
| INDICATOR | 4.FL.WC.4.a. | Spell grade-appropriate words correctly consulting references as needed. |
|-----------|--------------|--|

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>FL.SC.6</b> | <b>Sentence Composition - Standard 6</b> |
|---|----------------|--|

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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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 with adult support.</b> |
|--|--|--|

|                             |                  |  |
|-----------------------------|------------------|--|
| <b>LEARNING EXPECTATION</b> | <b>4.FL.SC.6</b> | <b>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.</b> |
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|           |              |                                     |
|-----------|--------------|-------------------------------------|
| INDICATOR | 4.FL.SC.6.d. | Form and use prepositional phrases. |
|-----------|--------------|-------------------------------------|

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| INDICATOR | 4.FL.SC.6.e. | Produce complete sentences; recognize and correct inappropriate fragments and run-ons. |
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|           |              |                             |
|-----------|--------------|-----------------------------|
| INDICATOR | 4.FL.SC.6.f. | Use correct capitalization. |
|-----------|--------------|-----------------------------|

|           |              |   |
|-----------|--------------|---|
| INDICATOR | 4.FL.SC.6.i. | Write several cohesive paragraphs on a topic. |
|-----------|--------------|---|

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b> |
|---|----------------|--|

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|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

|                      |             |  |
|----------------------|-------------|--|
| LEARNING EXPECTATION | 4.FL.VA.7c. | 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. |
|----------------------|-------------|--|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b> |
|---|----------------|---|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |         |   |
|---|---------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.CC.2 | Comprehension and Collaboration - Standard 2  |
| GUIDING QUESTION / LEARNING EXPECTATION |         | Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. |

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |          |  |
|---|----------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION    | SL.PKI.6 | Presentation of Knowledge and Ideas - Standard 6   |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |          |   |
|---|----------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION    | W.TP.2   | Text Types and Protocol - Standard 2  |
| GUIDING QUESTION / LEARNING EXPECTATION |          | Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LEARNING EXPECTATION                    | 4.W.TP.2 | Write informative/explanatory texts to examine a topic and convey ideas and information.  |

|           |                 |                    |
|-----------|-----------------|--------------------|
| INDICATOR | 4.W.TP.2.<br>a. | Introduce a topic. |
|-----------|-----------------|--------------------|

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| INDICATOR | 4.W.TP.2.<br>b. | Group related information in paragraphs and sections. |
|-----------|-----------------|---|

|           |                 |   |
|-----------|-----------------|---|
| INDICATOR | 4.W.TP.2.<br>c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader. |
|-----------|-----------------|---|

|           |                 |  |
|-----------|-----------------|--|
| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|-----------|-----------------|--|

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|-----------|-----------------|---|
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.                 |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.                      |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.                |

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD W.4      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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

LEARNING EXPECTATION      4.W.PD W.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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                      |  |
|--|----------------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.RBPK.<br/>8</b> | <b>Research to Build and Present Knowledge - Standard 8</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                      | <b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b> |

LEARNING EXPECTATION      4.W.RBP K.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.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |          |   |
|--|----------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | W.RBPK.9 | <b>Research to Build and Present Knowledge - Standard 9</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |          | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

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

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |         |   |
|--|---------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | W.RW.10 | <b>Range of Writing - Standard 10</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |         | <b>Cornerstone: 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.</b> |

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

Lesson 29: Unit 7 Inventive Writing, p. 227-234

**Tennessee Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |         |   |
|--|---------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | FL.WC.4 | <b>Word Composition - Standard 4</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |         | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |

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

INDICATOR      4.FL.WC.4.a.      Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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| INDICATOR | 4.FL.SC.6.d. | Form and use prepositional phrases. |
|-----------|--------------|-------------------------------------|

|           |              |  |
|-----------|--------------|--|
| INDICATOR | 4.FL.SC.6.e. | Produce complete sentences; recognize and correct inappropriate fragments and run-ons. |
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|           |              |                             |
|-----------|--------------|-----------------------------|
| INDICATOR | 4.FL.SC.6.f. | Use correct capitalization. |
|-----------|--------------|-----------------------------|

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

|                      |             |  |
|----------------------|-------------|--|
| LEARNING EXPECTATION | 4.FL.VA.7c. | 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. |
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

|                      |           |   |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 4.SL.CC.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. |
|----------------------|-----------|---|

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                |   |
|---|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b> |
|---|----------------|---|

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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |
|--|--|--|

LEARNING EXPECTATION

4.SL.CC.2

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

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

|   |                 |   |
|---|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b> |
|---|-----------------|---|

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|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |
|--|--|---|

LEARNING EXPECTATION

4.SL.PKI.6

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                |  |
|---|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b> |
|---|----------------|--|

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|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |
|--|--|---|

LEARNING EXPECTATION

4.W.PD.W.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.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|   |                |                                       |
|---|----------------|---------------------------------------|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>W.RW.10</b> | <b>Range of Writing - Standard 10</b> |
|---|----------------|---------------------------------------|

|  |  |   |
|--|--|---|
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |  | <b>Cornerstone: 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.</b> |
|--|--|---|

LEARNING EXPECTATION

4.W.RW.10

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

Lesson 30: Unit 7 Inventive Writing, p. 235-239

**Tennessee Academic Standards**

**Language Arts**

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |   |
|--|------------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.WC.4</b>   | <b>Word Composition - Standard 4</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4</b> | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>              |

INDICATOR 4.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                  |  |
|--|------------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.SC.6</b>   | <b>Sentence Composition - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: 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 with adult support.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6</b> | <b>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.</b>                                 |

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

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

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

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

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>FL.VA.7</b> | <b>Vocabulary Acquisition - Standard 7</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION 4.FL.VA.7c. 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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |   |
|--|----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.1</b> | <b>Comprehension and Collaboration - Standard 1</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

LEARNING EXPECTATION      4.SL.CC.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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.CC.2</b> | <b>Comprehension and Collaboration - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b> |

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

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

|  |                 |   |
|--|-----------------|---|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>SL.PKI.6</b> | <b>Presentation of Knowledge and Ideas - Standard 6</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                 | <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b> |

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

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.TTP.2</b> | <b>Text Types and Protocol - Standard 2</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |

LEARNING EXPECTATION      4.W.TP.2      Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR      4.W.TP.2.a      Introduce a topic.

|           |                 |  |
|-----------|-----------------|--|
| INDICATOR | 4.W.TP.2.<br>b. | Group related information in paragraphs and sections.  |
| INDICATOR | 4.W.TP.2.<br>c. | Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.                        |
| INDICATOR | 4.W.TP.2.<br>d. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| INDICATOR | 4.W.TP.2.<br>e. | Provide a conclusion related to the information or explanation presented.  |
| INDICATOR | 4.W.TP.2.<br>f. | Link ideas within categories of information using words and phrases.   |
| INDICATOR | 4.W.TP.2.<br>g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| INDICATOR | 4.W.TP.2.<br>h. | Apply language standards addressed in the Foundational Literacy standards.   |

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |  |
|--|----------------|--|
| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.4</b> | <b>Production and Distribution of Writing - Standard 4</b>   |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b> |

LEARNING EXPECTATION      4.W.PD W.4      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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                |   |
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| <b>CONCEPTUAL<br/>STRAND /<br/>GUIDING<br/>QUESTION</b>    | <b>W.PDW.5</b> | <b>Production and Distribution of Writing - Standard 5</b>  |
| <b>GUIDING<br/>QUESTION /<br/>LEARNING<br/>EXPECTATION</b> |                | <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

LEARNING EXPECTATION      4.W.PD W.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.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

|  |                  |  |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.RBPK. 8</b> | <b>Research to Build and Present Knowledge - Standard 8</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b> |

LEARNING EXPECTATION      4.W.RBP K.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.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                  |   |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.RBPK. 9</b> | <b>Research to Build and Present Knowledge - Standard 9</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                  | <b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

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

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

|  |                |   |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>W.RW.10</b> | <b>Range of Writing - Standard 10</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> |                | <b>Cornerstone: 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.</b> |

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