Main Criteria: Structure and Style for Students Secondary Criteria: Tennessee Academic Standards Subject: Language Arts

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Grade: 4

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Tennessee Academic Standards

Language Arts

Grade 4 - Adopted: 2016

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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		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.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		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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
LEARNING EXPECTATION	4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.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
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. 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.PDW .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.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.
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.
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		Tennessee Academic Standards Language Arts
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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 EXPECT ATION	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.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. 7a.	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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.

LEARNING EXPECTATION	4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.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
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION /		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.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		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. 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. 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
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.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.
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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Tennessee Academic Standards Language Arts

Grade 4 - Adopted: 2016

STRAND /
STANDARD /
COURSE

COURSE		
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		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.

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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		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. Write several cohesive paragraphs on a topic. 6.i.

FOUNDATIONAL LITERACY STANDARDS STRAND / STANDARD / COURSE CONCEPTUAL FL.VA.7 Vocabulary Acquisition - Standard 7 STRAND / GUIDING QUESTION GUIDING Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases **QUESTION /** by using context clues, analyzing meaningful word parts, and consulting general and specialized LEARNING reference materials, as appropriate. **EXPECTATION** LEARNING 4.FL.VA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade EXPECTATION 7a. 4 reading and content, choosing flexibly from a range of strategies. INDICATOR 4.FL.VA.7 Use context as a clue to the meaning of a word or phrase. a.i. FOUNDATIONAL LITERACY STANDARDS STRAND / STANDARD / COURSE

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

- STANDARD / COURSE CONCEPTUAL R.KID.1. Key Ideas and Details - Standard 1 STRAND / GUIDING QUESTION GUIDING Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences QUESTION / from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the LEARNING text. **EXPECTATION** LEARNING 4.RL.KID. Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in EXPECTATION 1. a text when drawing inferences from the text.
 - STRAND / READING STANDARDS LITERATURE STANDARD / COURSE

STRAND /

READING STANDARDS - LITERATURE

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.RL.KID. 2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.
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
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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.
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
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

LEARNING EXPECTATION	4.RL.CS. 6.	Compare and contrast the point of view from which different stories are narrated.
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.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
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		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.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	4.W.TTP. 3.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION /		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	4.W.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.
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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 2: WRITING FROM NOTES Week 4 Page 31-38
		Tennessee Academic Standards Language Arts Grade 4 - Adopted: 2016
ST RAND / ST ANDARD / 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		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.
	4 EL E 5 c	Use context to confirm or self-correct word recognition and understanding of words: reread as pecessary

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

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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		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.
ST RAND / ST ANDARD / 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		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.7 a.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
		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases

QUESTION / by using context clues, analyzing meaningful word parts, and consulting general and specialized LEARNING reference materials, as appropriate. EXPECT ATION

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

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.RL.KID. 2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.
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
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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE

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.
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
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	4.RL.CS. 6.	Compare and contrast the point of view from which different stories are narrated.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
STRAND / GUIDING		Range of Reading and Level of Text Complexity - Standard 10 Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION	10. 4.RL.RRT	Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	10. 4.RL.RRT C.10.	Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	10. 4.RL.RRT C.10.	Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. SPEAKING AND LISTENING STANDARDS
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING	10. 4.RL.RRT C.10.	Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. SPEAKING AND LISTENING STANDARDS Comprehension and Collaboration - Standard 1 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.

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		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.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	4.W.TTP. 3.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

4.W.TTP. 3.e.	Provide a conclusion that follows from the narrated experiences or events.
4.W.TTP. 3.f.	Use precise words and phrases and use sensory details to convey experiences and events.
4.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
	WRITING STANDARDS
W.PDW. 4	Production and Distribution of Writing - Standard 4
	Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.W.PDW .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.)
	WRITING STANDARDS
W.PDW. 5	Production and Distribution of Writing - Standard 5
	Production and Distribution of Writing - Standard 5 Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or
5 4.W.PDW .5	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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
5 4.W.PDW .5	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.)
5 4.W.PDW .5	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.) WRITING STANDARDS
	3.e. 4.W.TTP. 3.f. 4.W.TTP. 3.g. W.PDW. 4

ST RAND / ST ANDARD / 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.
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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 2: WRITING FROM NOTES Week 5 Page 39-46
		Tennessee Academic Standards
		Language Art s Grade 4 - Adopted: 2016
STRAND /		FOUNDATIONAL LITERACY STANDARDS
ST AND ARD / COURSE		POUNDATIONAL LITERACT 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		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR

STRAND /

STANDARD /

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

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

FOUNDATIONAL LITERACY STANDARDS

COURSE		
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		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.

LEARNING EXPECTATION		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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
LEARNING EXPECTATION	4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.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
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.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. 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. 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
STANDARD /	W.PDW. 4	WRITING STANDARDS Production and Distribution of Writing - Standard 4
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING		
ST ANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	4	Production and Distribution of Writing - Standard 4 Cornerstone: Produce clear and coherent writing in which the development and organization are
ST ANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION	4 4.W.PDW	Production and Distribution of Writing - Standard 4 Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST ANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION ST RAND / ST AND ARD /	4 4.W.PDW .4	Production and Distribution of Writing - Standard 4 Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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.)
ST ANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION ST RAND / ST RAND / COURSE CONCEPTUAL ST RAND / GUIDING	4 4.W.PDW .4	Production and Distribution of Writing - Standard 4 Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 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.) WRITING STANDARDS

STRAND /
STANDARD /
COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.
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.
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.1 0	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

ST RAND / ST ANDARD / 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		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		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.
ST RAND / ST ANDARD / 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. 7a.	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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.
ST RAND / ST ANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2

GUIDING QUESTION /		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION		
LEARNING EXPECTATION	4.RL.KID. 2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.
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
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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.
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
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	4.RL.CS. 6.	Compare and contrast the point of view from which different stories are narrated.
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.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
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

QUESTION / LEARNING EXPECTATION		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.
ST RAND / ST ANDARD / 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		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.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	4.W.TTP. 3.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4

Cornerstone: Present information, findings, and supporting evidence such that listeners can follow

GUIDING

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.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.
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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60
		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		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.

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

STRAND /	FOUNDATIONAL LITERACY STANDARDS
STANDARD /	
COURSE	

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		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
STANDARD /	FL.VA.7	FOUNDATIONAL LITERACY STANDARDS Vocabulary Acquisition - Standard 7
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	FL.VA.7	
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	4.FL.VA.	Vocabulary Acquisition - Standard 7 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.
ST ANDARD / COURSE CONCEPTUAL ST RAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION LEARNING	4.FL.VA. 7a.	Vocabulary Acquisition - Standard 7 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. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

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.

LEARNING4.FL.VA.7Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,EXPECTATIONc.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
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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.RL.KID. 2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
STANDARD /	R.KID.3.	READING STANDARDS - LITERATURE Key Ideas and Details - Standard 3
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	R.KID.3.	
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	R.KID.3. 4.RL.KID. 3.	Key Ideas and Details - Standard 3 Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	4.RL.KID.	Key Ideas and Details - Standard 3 Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STRAND /	4.RL.KID.	Key Ideas and Details - Standard 3 Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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.
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STRAND / COURSE CONCEPTUAL STRAND / GUIDING	4.RL.KID. 3.	Key Ideas and Details - Standard 3 Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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. READING STANDARDS - LITERATURE

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.
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
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING	4.RL.CS.	Compare and contrast the point of view from which different stories are narrated.
EXPECTATION	6.	
STRAND / STANDARD / COURSE	6.	READING STANDARDS - LITERATURE
STRAND / STANDARD /		READING STANDARDS - LITERATURE Range of Reading and Level of Text Complexity - Standard 10
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	R.RRTC.	
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	R.RRTC.	Range of Reading and Level of Text Complexity - Standard 10 Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10 Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	R.RRTC. 10. 4.RL.RRT C.10.	Range of Reading and Level of Text Complexity - Standard 10 Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. 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 CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	R.RRTC. 10. 4.RL.RRT C.10.	Range of Reading and Level of Text Complexity - Standard 10 Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. SPEAKING AND LISTENING STANDARDS

READING STANDARDS - LITERATURE

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

LEARNING4.W.TTPWrite 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. Orient the reader by establishing a situation, using a narrator and/or introducing characters.

3.a.

EXPECTATION

INDICATOR	4.W.TTP. 3.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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
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.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

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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.
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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70
		Tennessee Academic Standards Language Art s Grade 4 - Adopted: 2016
ST RAND / ST ANDARD / 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		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 / ST ANDARD / 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		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.
ST RAND / ST ANDARD / 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. 7a.	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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.RL.KID. 2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ST RAND / ST ANDARD / COURSE		READING STANDARDS - LITERATURE

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.
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
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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.
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
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	4.RL.CS. 6.	Compare and contrast the point of view from which different stories are narrated.

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.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
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 EXPECT AT ION	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.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	4.W.TTP. 3.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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
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.PDW .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.)

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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.
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.

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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90
		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 EXPECT AT ION		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		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage
QUESTION / LEARNING EXPECTATION		when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		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.
LEARNING EXPECTATION	4.FL.VA. 7a.	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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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	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
EXPECTATION		the text when drawing inferences from the text.

STRAND / STANDARD /	READING STANDARDS - INFORMATIONAL TEXT
COURSE	

EXPECTATION

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

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING		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.

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

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.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
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		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION /		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		content.

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. 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
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.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND /		WRITING STANDARDS

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.
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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96
		Tennessee Academic Standards
		Language Arts
		Grade 4 - Adopted: 2016

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FOUNDATIONAL LITERACY STANDARDS

CONCEPTUA STRAND / GUIDING QUESTION

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. 6.i.	Write several cohesive paragraphs on a topic.

STRAND /	FOUNDATIONAL LITERACY STANDARDS
STANDARD /	
COURSE	

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. 7a.	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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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 4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. EXPECTATION .

STRAND /	
STANDARD /	
COURSE	

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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
LEARNING EXPECTATION	4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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	4 RUKI 8	Explain how an author uses reasons and evidence to support particular points in a text.

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

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

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.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.

COURSE		
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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104
		Tennessee Academic Standards
		Language Art s 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.

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
QUESTION		

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		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.
LEARNING EXPECTATION		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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT

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.
LEARNING EXPECTATION	4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
ST RAND / ST ANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.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

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		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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. 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. 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
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.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and
QUESTION / LEARNING EXPECTATION		research.
LEARNING	4.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.

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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80
		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		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		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage
QUESTION / LEARNING EXPECTATION		when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		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.
LEARNING EXPECTATION	4.FL.VA. 7a.	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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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	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
EXPECTATION		the text when drawing inferences from the text.

STRAND / STANDARD /	READING STANDARDS - INFORMATIONAL TEXT
COURSE	

EXPECTATION

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

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING		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.

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

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.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
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		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION /		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of
LEARNING EXPECTATION		content.

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. 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
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.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING	4.W.PDW	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing,
EXPECTATION	.6	as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a
		complete product in a single sitting as defined in W.1-3.

WRITING STANDARDS

ST AND ARD / COURSE		
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.
ST RAND / ST ANDARD / 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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112
Tennessee Academic Standards Language Arts		

Language Arts

Grade 4 - Adopted: 2016



STRAND /

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL FL.WC.4 Word Composition - Standard 4 STRAND / GUIDING QUESTION

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. 6.i.	Write several cohesive paragraphs on a topic.

STRAND /	FOUNDATIONAL LITERACY STANDARDS
STANDARD /	
COURSE	

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		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.7 a.i.	Use context as a clue to the meaning of a word or phrase.
ST RAND / ST ANDARD / 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. 7b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	4.FL.VA.7 b.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
STANDARD /	FL.VA.7	
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	FL.VA.7	FOUNDATIONAL LITERACY STANDARDS
ST ANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING		FOUNDATIONAL LITERACY STANDARDS Vocabulary Acquisition - Standard 7 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
ST ANDARD / COURSE	4.FL.VA.7	FOUNDATIONAL LITERACY STANDARDS Vocabulary Acquisition - Standard 7 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. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,
ST ANDARD / COURSE CONCEPTUAL ST RAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION ST RAND / ST AND ARD /	4.FL.VA.7 c.	FOUNDATIONAL LITERACY STANDARDS Vocabulary Acquisition - Standard 7 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. 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.
ST AND ARD / COURSE CONCEPT UAL ST RAND / GUIDING QUESTION / LEARNING EXPECT ATION LEARNING EXPECTATION ST RAND / ST AND ARD / COURSE CONCEPT UAL ST RAND / GUIDING	4.FL.VA.7 c.	FOUNDATIONAL LITERACY STANDARDS Vocabulary Acquisition - Standard 7 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. 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. READING STANDARDS - INFORMATIONAL TEXT

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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT

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.

- CTATION . Including figurative, connotative, and technical meaning
- STRAND / F STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL
STRAND /
GUIDING
QUESTIONR.IKI.7.Integration of Knowledge and Ideas - Standard 7GUIDING
QUESTION /
LEARNING
EXPECTATIONCornerstone: Integrate and evaluate content presented in diverse formats and media, including
visually and quantitatively, as well as in words.

LEARNING4.RI.IKI.7.Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an
understanding of the text in which it appears.

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READING STANDARDS - INFORMATIONAL TEXT
STRAND /
STANDARD /
COURSE
CONCEPTUAL
                R.IKI.8.
                         Integration of Knowledge and Ideas - Standard 8
STRAND /
GUIDING
QUESTION
GUIDING
                         Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity
QUESTION /
                         of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING
EXPECTATION
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LEARNING 4.RI.IKI.8. Explain how an author uses reasons and evidence to support particular points in a text. EXPECTATION

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.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
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		WRITING STANDARDS
COORSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
CONCEPTUAL STRAND / GUIDING	W.TTP.2	Text Types and Protocol - Standard 2 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.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	4.W.TP. 2	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.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	4.W.TP. 2 4.W.TP.2. 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. Write informative/explanatory texts to examine a topic and convey ideas and information.
CONCEPTUAL STRAND / GUIDING QUESTION QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION	4.W.TP. 4.W.TP.2. b. 4.W.TP.2. c.	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. Write informative/explanatory texts to examine a topic and convey ideas and information. Group related information in paragraphs and sections.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION INDICATOR	4.W.TP.2 4.W.TP.2. b. 4.W.TP.2. c. 4.W.TP.2. d.	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. Write informative/explanatory texts to examine a topic and convey ideas and information. Group related information in paragraphs and sections. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

COURSE		
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.PDW .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.)
ST RAND / ST ANDARD / 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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.

STRAND / ST ANDARD /

COURSE		
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.
ST RAND / ST ANDARD / 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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124
		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 4.FL.WC Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. EXPECTATION .4

INDICATOR

4.a.

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

STRAND / STANDARD /	FOUNDATIONAL LITERACY STANDARDS
COURSE	

CONCEPTUAL FL.F.5 Fluency - Standard 5 STRAND / GUIDING QUESTION

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		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.
LEARNING EXPECTATION	4.FL.VA. 7a.	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.7 a.i.	Use context as a clue to the meaning of a word or phrase.
INDICATOR	4.FL.VA.7 a.iii.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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	4.FL.VA.7	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,

EXPECTATION c. including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

STRAND /	READING STANDARDS – INFORMATIONAL TEXT
STANDARD /	
COURSE	

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.

LEARNING4.RI.KID.1Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples inEXPECTATION.the text when drawing inferences from the text.

STRAND /	READING STANDARDS – INFORMATIONAL TEXT
STANDARD /	
COURSE	

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

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.

LEARNING4.RI.CS.4Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area,EXPECTATION.including figurative, connotative, and technical meanings.

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
ST RAND / ST ANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL	R.RRTC.	Range of Reading and Level of Text Complexity - Standard 10

STRAND / GUIDING QUESTION	10.	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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	
CONCEPTUAL	SL.CO

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.

LEARNING4.SL.CC.Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.EXPECTATION2

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.
LEARNING EXPECTATION	4.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
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. 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
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.PDW .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.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.PDW .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	W.PDW. 6	Production and Distribution of Writing - Standard 6

QUESTION	
GUIDING QUESTION / LEARNING EXPECTATION	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION .6

4.W.PDW With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

STRAND / STANDARD / COURSE

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

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

WRITING STANDARDS

CONCEPTUAL W.RBPK Research to Build and Present Knowledge - Standard 9 STRAND / .9 GUIDING QUESTION GUIDING Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and **QUESTION /** research. LEARNING **EXPECTATION** LEARNING 4.W.RBP Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4

EXPECTATION K.9 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	4.W.RW.1	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote
EXPECTATION	0	writing fluency.

UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130

Tennessee Academic Standards Language Arts

Grade 4 - Adopted: 2016

		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		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. 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. 7a.	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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE

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

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

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		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		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.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	4.W.TTP. 3.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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
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.PDW .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.PDW. 5	Production and Distribution of Writing - Standard 5

QUESTION / trying a new approach. LEARNING EXPECT ATION
LEARNING4.W.PDWWith guidance and support from peers and adults, develop and strengthen writing as needed by planning, revisingEXPECTATION.5and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
STRAND / WRITING STANDARDS STANDARD / COURSE
CONCEPTUAL W.PDW. Production and Distribution of Writing - Standard 6 STRAND / 6 GUIDING QUESTION
GUIDING QUESTION / LEARNING EXPECTATIONCornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING4.W.PDWWith some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / WRITING STANDARDS STANDARD / COURSE
CONCEPTUAL W.RBPK Research to Build and Present Knowledge - Standard 9 STRAND / .9 GUIDING QUESTION
GUIDING QUESTION / LEARNING EXPECTATION Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING4.W.RBPDraw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4EXPECTATIONK.9standards for reading.
STRAND / WRITING STANDARDS STANDARD / COURSE
CONCEPTUAL W.RW.10 Range of Writing - Standard 10 STRAND / GUIDING QUESTION
GUIDING QUESTION / LEARNING EXPECTATION
LEARNING4.W.RW.1Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promoEXPECTATION0writing fluency.

Tennessee Academic Standards Language Arts

Grade 4 - Adopted: 2016

STRAND /
STANDARD /
COURSE

COURSE		
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		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.

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		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. Write several cohesive paragraphs on a topic. 6.i.

STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS CONCEPTUAL COURSE FL.VA.7 Vocabulary Acquisition - Standard 7 STRAND / GUIDING QUESTION 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.

 EXPECTATION
 4.FL.VA.

 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

 EXPECTATION
 7a.

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

LEARNING4.FL.VA.7Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,EXPECTATIONc.including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

ST RAND / ST ANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL R.KID.1. Key Ideas and Details - Standard 1 STRAND / GUIDING QUESTION GUIDING Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences **QUESTION /** from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the LEARNING text. **EXPECTATION** LEARNING 4.RL.KID. Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in EXPECTATION 1. a text when drawing inferences from the text.

STRAND / READING STANDARDS - LITERATURE STANDARD / COURSE

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.

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
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.
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.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
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	4 51 CC	Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.
EXPECTATION	2	
STRAND / STANDARD / COURSE		WRITING STANDARDS
STRAND / STANDARD /	2	
ST RAND / ST ANDARD / COURSE CONCEPTUAL ST RAND / GUIDING	2	WRITING STANDARDS

INDICATOR	4.W.TTP. 3.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	4.W.TTP. 3.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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
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.PDW .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.)
ST RAND / ST ANDARD / 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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

COOKSE		
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.
ST RAND / ST ANDARD / 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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150
		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		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 FL.F.5 Fluency - Standard 5 STRAND / GUIDING QUESTION

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		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.
LEARNING EXPECTATION		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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT

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.
LEARNING EXPECTATION	4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	4.RI.CS.6	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	4.RI.IKI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.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
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.
EXPECTATION ST RAND / ST ANDARD /	1	building on others' ideas and expressing their own ideas clearly.
EXPECTATION ST RAND / ST ANDARD / COURSE CONCEPT UAL ST RAND / GUIDING	1	building on others' ideas and expressing their own ideas clearly.
EXPECTATION ST RAND / ST ANDARD / COURSE CONCEPT UAL ST RAND / GUIDING QUESTION / LEARNING	1	building on others' ideas and expressing their own ideas clearly. SPEAKING AND LISTENING STANDARDS Comprehension and Collaboration - Standard 2 Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

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

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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.
ST RAND / ST ANDARD / 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.

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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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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		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.

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		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.
LEARNING EXPECTATION		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.7 a.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.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
LEARNING EXPECTATION	4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	4.RI.CS.6	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, or ally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	4.RI.IKI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.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
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.
ST RAND / ST ANDARD / 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.
LEARNING EXPECTATION	4.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
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. 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
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.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
ST RAND / ST ANDARD / 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.
ST RAND / ST ANDARD / 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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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STRAND /
STANDARD /
COURSE

COURSE		
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		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.

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		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. Write several cohesive paragraphs on a topic. 6.i.

FOUNDATIONAL LITERACY STANDARDS STRAND / STANDARD / COURSE CONCEPTUAL FL.VA.7 Vocabulary Acquisition - Standard 7 STRAND / GUIDING QUESTION GUIDING Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases **QUESTION /** by using context clues, analyzing meaningful word parts, and consulting general and specialized LEARNING reference materials, as appropriate. **EXPECTATION** 4.FL.VA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade LEARNING EXPECTATION 7a. 4 reading and content, choosing flexibly from a range of strategies. INDICATOR 4.FL.VA.7 Use context as a clue to the meaning of a word or phrase. a.i. FOUNDATIONAL LITERACY STANDARDS STRAND / STANDARD /

COURSE

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 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING	R.KID.1.	Key Ideas and Details - Standard 1

 QUESTION
 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
 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 / READING STANDARDS - INFORMATIONAL TEXT STANDARD / COURSE

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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
LEARNING EXPECTATION	4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	4.RI.CS.6	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	4.RI.IKI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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.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
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.
LEARNING EXPECT AT ION	4.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
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.

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

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

INDICATOR	4.W.TP.2. h.	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.
LEARNING EXPECTATION	4.W.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.
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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		writing fluency.
		writing fluency. UNIT 7: INVENTIVE WRITING Week 20 Page 171-176 Tennessee Academic Standards Language Arts
EXPECTATION	0	writing fluency. UNIT 7: INVENTIVE WRITING Week 20 Page 171-176 Tennessee Academic Standards Language Arts Grade 4 - Adopted: 2016
EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	0	writing fluency. UNIT 7: INVENTIVE WRITING Week 20 Page 171-176 Tennessee Academic Standards Language Arts Grade 4 - Adopted: 2016 FOUNDATIONAL LITERACY STANDARDS
EXPECTATION STRAND / STANDARD / COURSE CONCEPT UAL STRAND / GUIDING QUESTION LEARNING	0 FL.WC.4	writing fluency. UNIT 7: INVENTIVE WRITING Week 20 Page 171-176 Tennessee Academic Standards Language Arts Grade 4 - Adopted: 2016 FOUNDATIONAL LITERACY STANDARDS Word Composition - Standard 4 Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write
EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING	0 FL.WC.4	writing fluency. UNIT 7: INVENTIVE WRITING Week 20 Page 171-176 Tennessee Academic Standards Language Arts Grade 4 - Adopted: 2016 FOUNDATIONAL LITERACY ST ANDARDS Word Composition - Standard 4 Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

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		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.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
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 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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		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.
LEARNING EXPECTATION		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.
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. 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
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.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
ST RAND / ST ANDARD / 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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 7: INVENTIVE WRITING Week 21 Page 177-180
		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.

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		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.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
STANDARD /	FL.VA.7	FOUNDATIONAL LITERACY STANDARDS Vocabulary Acquisition - Standard 7
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	FL.VA.7	
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING		Vocabulary Acquisition - Standard 7 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
ST ANDARD / COURSE	4.FL.VA.7	Vocabulary Acquisition - Standard 7 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. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,
ST ANDARD / COURSE CONCEPTUAL ST RAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION ST RAND / ST AND ARD /	4.FL.VA.7 c.	Vocabulary Acquisition - Standard 7 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. 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.

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

ST RAND / ST ANDARD / COURSE

COOKSE		
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.
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.
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. 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
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		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.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	4.W.TTP. 3.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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

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.PDW .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.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.PDW .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 /		WRITING STANDARDS
COURSE		
COURSE CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6
CONCEPTUAL STRAND / GUIDING		Production and Distribution of Writing - Standard 6 Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	6	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	6 4.W.PDW	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION	6 4.W.PDW .6	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	6 4.W.PDW .6	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. 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.

LEARNING4.W.RW.1Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promoteEXPECTATION0writing fluency.

UNIT 7: INVENTIVE WRITING Week 22 Page 181-188

Tennessee Academic Standards Language Arts Grade 4 - Adopted: 2016

		Grade 4 - Adopted. 2010
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		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		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.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
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 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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		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.
LEARNING EXPECTATION		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.
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. 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
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.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 7: INVENTIVE WRITING Week 23 Page 189-198
		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		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 EXPECT AT ION	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.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
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 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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		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.
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.
		Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.
INDICATOR	4.W.TP.2. c.	

RNCATOR 4.WTP2. Provide a conclusion related to the information or explanation presented. RNCATOR 4.WTP2. Lise precise language and domain-specific vocabulary to inform about or explain the topic. RNCATOR 4.WTP2. Apply language standards addressed in the Foundational Literacy standards. RNCATOR 4.WTP2. Apply language standards addressed in the Foundational Literacy standards. STEAND / Long WRTING STANDARDS CONCEPTUAL W.PDW Production and Distribution of Writing - Standard 4 QUUDING QUESTION Question QUESTION AvvPDW Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. STRAND / QUESTION AvvPDW STRAND / QUESTION WRDW REXPECTATION AvvPDW Voluce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. STRAND / QUESTION AvvPDW Voluce clear and coherent writing in which the development and arbits 1-3 above. STRAND / QUESTION S AvvPDW Produce clear and coherent writing in which the development argumentand standards 1-3 above. STRAN
9- INDICATOR 4.WTP2. Apply language standards addressed in the Foundational Literacy standards. h. STRAND/ STANDARD/ COURSE WRITING STANDARDS CONCEPTUAL STRAND/ QUESTION WRITING STANDARDS CONCEPTUAL STRAND/ QUESTION WPDW. Production and Distribution of Writing - Standard 4 COURSE Correctore: Produce clear and coherent writing in which the development and organization are expropriate to task, purpose, and audience. EXPECTATION LEARNING EXPECTATION 4.WPDW. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gride-specific expectators for writing types are defined in standards 1-3 above) STEAND/ CUURSE WRITING STANDARDS STANDARD/ CUURSETION/ EXPECTATION WRITING STANDARDS STEAND/ CUURSE STANDARD/ CUURSETION/ EXPECTATION Correctore: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. EXPECTATION LEARNING EXPECTATION 4.WPDW Writing StandardS STRAND/ STANDARD/ CUURSETION/ EXPECTATION Sort on an editing, (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) STRAND/ CUUDING QUESTION WRITING STANDARDS CONCEPTUAL, EXPECTATION WRITING STANDARDS CONCEPTUAL, EXPECTATION <
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QUESTION / LEARNING EXPECTATION appropriate to task, purpose, and audience. LEARNING EXPECTATION 4.W.PDW A 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 / COURSE WRITING ST ANDARDS CONCEPT UAL STRAND / GUIDING QUESTION / LEARNING W.PDW. 5 CONCEPT UAL STRAND / COURSE W.PDW. 5 CONCEPT UAL STRAND / QUESTION / LEARNING EXPECTATION Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. LEARNING EXPECTATION 4.W.PDW With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and eding. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) STRAND / STRAND / STRAND / GUIDING QUESTION WRITING STANDARD / 6 CONCEPT UAL STRAND / STRAND / GUIDING QUESTION WPDW. Production and Distribution of Writing - Standard 6 CONCEPT UAL STRAND / GUIDING QUESTION / LEARNING Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / GUIDING QUESTION 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.PDW UKIT BUIDAG QUESTION / STANDARD / COURSE 4.W.PDW WRITING STANDARDS CONCEPTUAL GUIDING QUESTION / EXTRAND / GUIDING QUESTION / LEARNING Production and Distribution of Writing - Standard 6 GUIDING QUESTION / LEARNING Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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QUESTION / and collaborate with others. LEARNING
LEARNING 4.W.PDW With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, EXPECTATION .6 as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

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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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 7: INVENTIVE WRITING Week 24 Page 199-201
		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		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		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.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
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 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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		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.
LEARNING EXPECTATION		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. 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. 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
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.PDW .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.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.PDW .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.PDW. 6	Production and Distribution of Writing - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	4.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
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.
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.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.