

Tennessee English Language Arts Standards 2009-2010 Implementation

Grade 4

Standard 1 - Language

Grade Level Expectations

GLE 0401.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.

GLE 0401.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0401.1.3 Demonstrate knowledge of Standard English sentence structure.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.1.1** Know and use appropriately the meaning, forms, and functions of **nouns** (e.g., singular and plural, common and proper, singular and plural possessives), **verbs** (e.g., action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects), **adjectives** (e.g., proper comparison forms, articles), **pronouns** (e.g., subject, object, and possessive; singular and plural; agreement with antecedents), and **adverbs** (i.e., proper comparison forms, negatives).
- ✓ **0401.1.2** Recognize usage errors (e.g., double negatives, troublesome word groups: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay}).
- ✓ **0401.1.3** Capitalize correctly sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, and parts of friendly and business letters.
- ✓ **0401.1.4** Use correct punctuation at the ends of sentences (e.g., period, question mark).
- ✓ **0401.1.5** Demonstrate the correct usage of commas (e.g., series, direct address, following introductory words, dates, addresses, quotations, letters, and compound sentences).
- ✓ **0401.1.6** Demonstrate the correct usage of quotation marks (e.g., in direct quotations and in titles).

- ✓ **0401.1.7** Spell correctly high-frequency and commonly misspelled words appropriate to grade level.
- ✓ **0401.1.8** Form and spell correctly contractions, plurals, and possessives.
- ✓ **0401.1.9** Abbreviate words correctly.
- ✓ **0401.1.10** Spell correctly words commonly used in content specific vocabulary.
- ✓ **0401.1.11** Write legibly in manuscript and cursive.
- ✓ **0401.1.12** Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order within a sentence, correct placement of detailed words and phrases).
- ✓ **0401.1.13** Use complete sentences in writing.
- ✓ **0401.1.14** Recognize and edit incomplete sentences and run-on sentences.
- ✓ **0401.1.15** Combine simple sentences into compound sentences.
- ✓ **0401.1.16** Define and recognize word synonyms, antonyms, and homonyms.
- ✓ **0401.1.17** Continue to develop word consciousness (e.g., word play, word walls, word sorts).
- ✓ **0401.1.18** Use a variety of previously learned strategies (e.g., roots and affixes, context, reference sources) to determine the meaning of unfamiliar words.

STATE PERFORMANCE INDICATORS

SPI 0401.1.1 Identify the correct use of nouns (i.e., common and proper, plurals, possessives) and pronouns (i.e., subject, object, and agreement) within context.

SPI 0401.1.2 Identify the correct use of verbs (i.e., agreement, tenses, action and linking) within context.

SPI 0401.1.3 Identify the correct use of adjectives (i.e., comparison forms and articles) and adverbs (i.e., comparison forms and negatives) within context.

SPI 0401.1.4 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

SPI 0401.1.5 Select the best way to correct incomplete sentences within context.

SPI 0401.1.6 Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.

SPI 0401.1.7 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two, their/there/they're, its/it's).

SPI 0401.1.8 Identify correctly or incorrectly spelled words in context.

SPI 0401.1.9 Choose the correct formation of plurals, contractions, and possessives within context.

SPI 0401.1.10 Choose the correct use of quotation marks and commas in direct quotations.

SPI 0401.1.11 Identify sentences with correct subject-verb agreement (person and number).

SPI 0401.1.12 Select appropriate antonyms, synonyms, and homonyms within context.

SPI 0401.1.13 Recognize and use grade appropriate vocabulary within context.

SPI 0401.1.14 Use prefixes, suffixes, and root words as aids in determining meaning within context.

SPI 0401.1.15 Identify grade level compound words, contractions, and common abbreviations within context.

SPI 0401.1.16 Determine the meaning of unfamiliar words using context clues, dictionaries, and glossaries.

Standard 2- Communication

Grade Level Expectations

GLE 0401.2.1 Continue to develop oral language skills necessary for communication.

GLE 0401.2.2 Continue to develop listening skills necessary for communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0401.2.1** Listen attentively by facing the speaker, asking questions, and summarizing what is said.
- ✓ **0401.2.2** Use established rules for attentive listening (e.g., do not interrupt, ask questions, provide appropriate feedback).
- ✓ **0401.2.3** Understand and follow multi-step directions (i.e., follow directions for a simple game).
- ✓ **0401.2.4** Formulate and respond to questions from teachers and group members.
- ✓ **0401.2.5** Construct a summary of a speech.

Speaking

- ✓ **0401.2.6** Use rules for polite conversation.
- ✓ **0401.2.7** Participate in creative responses to text (e.g., choral reading, discussion, dramatization, oral presentations).
- ✓ **0401.2.8** Orally express reactions and personal experiences, and opinions.
- ✓ **0401.2.9** Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science projects).
- ✓ **0401.2.10** Use different voice levels and speech patterns for small groups, informal discussions, and reports.
- ✓ **0401.2.11** Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).
- ✓ **0401.2.12** Participate in recitations of assigned/self-selected passages.

- ✓ **0401.2.13** Continue to develop group discussion skills and to work in teams.
- ✓ **0401.2.14** Recognize specific roles assumed by team members in completing tasks.

STATE PERFORMANCE INDICATORS

SPI 0401.2.1 Identify the main idea and supporting points of a speech.

SPI 0401.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.

SPI 0401.2.3 Select the best summary of a speech.

Standard 3 - Writing

Grade Level Expectations

GLE 0401.3.1 Write for a variety of purposes and to a variety of audiences.

GLE 0401.3.2 Write in a variety of modes and genres (e.g., narration, description, personal expression, imaginative writing, response to literature, response to subject matter content).

GLE 0401.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, and publishing.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.3.1** Determine an audience and a purpose for writing.
- ✓ **0401.3.2** Write for a variety of purposes: to entertain, persuade, inform, demonstrate knowledge, answer questions, respond to literature, acquire knowledge (e.g., take notes, synthesize information).
- ✓ **0401.3.3** Practice writing to a prompt within a specified time.
- ✓ **0401.3.4** Write poems, stories, and essays based upon personal reflections, observations, and experiences.
- ✓ **0401.3.5** Write friendly and business letters.
- ✓ **0401.3.6** Compare in writing two persons or things.
- ✓ **0401.3.7** Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories).
- ✓ **0401.3.8** Use all steps in the writing process: brainstorm and organize ideas, create a first draft, revise and proofread draft, share completed work.
- ✓ **0401.3.9** Arrange ideas by using graphic organizers (e.g., listing clustering, story maps, webs).
- ✓ **0401.3.10** Select and refine a topic.
- ✓ **0401.3.11** Develop a topic sentence with supporting details and a concluding sentence to form a paragraph.
- ✓ **0401.3.12** Construct varied sentences (i.e., syntactic variety) to add interest.

- ✓ **0401.3.13** Arrange multi-paragraph work in a logical and coherent order.
- ✓ **0401.3.14** Use appropriate time-order or transitional words.
- ✓ **0401.3.15** Incorporate vivid language into writing.
- ✓ **0401.3.16** Use correct page format (e.g., paragraphs, margins, indentations, titles).
- ✓ **0401.3.17** Revise to clarify and refine ideas, to distinguish among important, unimportant, and irrelevant information, and to enhance word selection.
- ✓ **0401.3.18** Use resources (e.g., dictionary, thesaurus, computer) to aid in the writing process.
- ✓ **0401.3.19** Develop and use a classroom rubric for written work and use for peer review and editing.
- ✓ **0401.3.20** Use technology to publish and present.
- ✓ **0401.3.21** Identify and explore opportunities for publication (e.g., local/national contests, Internet websites, newspapers, periodicals, school displays).

STATE PERFORMANCE INDICATORS

SPI 0401.3.1 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences).

SPI 0401.3.2 Identify the audience for which a text is written.

SPI 0401.3.3 Choose a topic sentence for a paragraph.

SPI 0401.3.4 Select details that support a topic sentence.

SPI 0401.3.5 Rearrange sentences to form a sequential, coherent paragraph.

SPI 0401.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

SPI 0401.3.7 Identify sentences irrelevant to a paragraph's theme or flow.

SPI 0401.3.8 Select appropriate time-order or transitional words to enhance the flow of a writing sample.

SPI 0401.3.9 Select an appropriate title that reflects the topic of a written selection.

SPI 0401.3.10 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.

Standard 4- Research

Grade Level Expectations

GLE 0401.4.1 Conduct research to access and present information.

GLE 0401.4.2 Collect, organize, and determine the reliability of researched information.

GLE 0401.4.3 Present research results in a written report.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.4.1** Define and narrow a topic for research.
- ✓ **0401.4.2** Use current technology as a research and communication tool for personal interest, research, and clarification.
- ✓ **0401.4.3** Gather and record information on a research topic from a variety of sources.
- ✓ **0401.4.4** Evaluate the reliability of sources on a given topic.
- ✓ **0401.4.5** Organize information from text or technological sources using a graphic organizer.
- ✓ **0401.4.6** Write a research report using notes taken from three or more sources and notes taken using the sources.
- ✓ **0401.4.7** Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.
- ✓ **0401.4.8** Use and discern appropriate reference sources in various formats (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers).

STATE PERFORMANCE INDICATORS

SPI 0401.4.1 Select appropriate sources from which to gather information on a given topic.

SPI 0401.4.2 Rank the reliability of sources on a given topic.

SPI 0401.4.3 Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.

SPI 0401.4.4 Differentiate among the kinds of information available in a variety of reference materials (i.e., dictionary, thesaurus, atlas, encyclopedia).

Standard 5- Logic

Grade Level Expectations

GLE 0401.5.1 Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.

GLE 0401.5.2 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.

GLE 0401.5.3 Apply logic skills to classroom situations and to selections read.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.5.1** Distinguish fact from opinion and cause from effect.
- ✓ **0401.5.2** Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.
- ✓ **0401.5.3** Make and adjust predictions while reading, viewing, or listening to print and non-print media.
- ✓ **0401.5.4** Determine the problem in a story, discover its solution, and consider logical alternate solutions.
- ✓ **0401.5.5** Complete word analogies employing synonyms and antonyms.

State Performance Indicators

SPI 0401.5.1 Locate information to support opinions, predictions, and conclusions.

SPI 0401.5.2 Recognize cause-effect relationships within context.

SPI 0401.5.3 Distinguish between fact/opinion and reality/fantasy.

SPI 0401.5.4 Choose a logical word to complete an analogy using synonyms and antonyms.

SPI 0401.5.5 Make inferences and draw appropriate conclusions from text.

SPI 0401.5.6 Indicate the sequence of events in text.

Standard 6- Informational Text

Grade Level Expectations

GLE 0401.6.1 Apply skills and strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies).

GLE 0401.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.6.1** Use a variety of pre-reading strategies (e.g., organize prior knowledge using a graphic organizer, explore significant words to be encountered, relate text to prior personal and historical experiences and current events).
- ✓ **0401.6.2** Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).
- ✓ **0401.6.3** Check for understanding after reading (e.g., identify the author's purpose; locate information to support opinions, predictions, and conclusions).
- ✓ **0401.6.4** Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars).
- ✓ **0401.6.5** Understand sequence of events from text.
- ✓ **0401.6.6** Determine the main idea and supporting details from text.
- ✓ **0401.6.7** Preview text using text features (e.g., illustration, graphs, diagrams).
- ✓ **0401.6.8** Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites).
- ✓ **0401.6.9** Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index) as aids in understanding informational text.
- ✓ **0401.6.10** Follow multi-tasked instructions in informational and technical texts (e.g., follow a recipe, complete assembly instructions).

State Performance Indicators

SPI 0401.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.

SPI 0401.6.2 Identify the stated main idea and supporting details in text.

SPI 0401.6.3 Use table of contents, title page, and glossary to locate information.

SPI 0401.6.4 Use headings, graphics, and captions to make meaning from text.

SPI 0401.6.5 Interpret information using a chart, map, or timeline.

SPI 0401.6.6 Use available text features (e.g., graphics and illustrations) to make meaning from text.

SPI 0401.6.7 Arrange instructions in sequential order.

Standard 7- Media

Grade Level Expectations

GLE 0401.7.1 Recognize that media can be a source of information and entertainment.

GLE 0401.7.2 Use media to publish and present information.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.7.1** Use media (e.g., photographs, films, videos, the arts, online catalogs, nonfiction books, encyclopedias, CD-ROM references, Internet) to view, read, and represent information and to conduct research.
- ✓ **0401.7.2** Use print and non-print materials along with prior knowledge to provide background for writing and /or presenting.
- ✓ **0401.7.3** Use media to enhance reports and oral presentations.
- ✓ **0401.7.4** Use libraries/media centers to access media sources.
- ✓ **0401.7.5** Develop an awareness of the effects of media (e.g., television, print materials, Internet, magazines) on daily life.

State Performance Indicators

SPI 0401.7.1 Select the most appropriate and reliable media for accessing information, writing a report, or making a presentation.

SPI 0401.7.2 Identify the main idea in a visual image.

SPI 0401.7.3 Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, model, diorama, PowerPoint, recording).

SPI 0401.7.4 From a list of media, identify the medium that is available to you that was probably not available to previous generations.

Standard 8- Literature

Grade Level Expectations

GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

GLE 0401.8.2 Experience various literary genres, including fiction/nonfiction, poetry, drama, short stories, folk tales, and myths.

GLE 0401.8.3 Know and understand the basic characteristics of the genres studied.

GLE 0401.8.4 Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.8.1** Use a variety of pre-reading strategies (e.g., organize prior knowledge using a graphic organizer, explore significant words to be encountered, relate text to prior personal and historical experiences and current events).
- ✓ **0401.8.2** Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).
- ✓ **0401.8.3** Check for understanding after reading (e.g., identify the author's purpose; locate information to support opinions, predictions, and conclusions).
- ✓ **0401.8.4** Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- ✓ **0401.8.5** Read with fluency from a variety of texts (e.g., poetry, drama, current events, novels).
- ✓ **0401.8.6** Recognize varying forms of text (e.g., poems {lines and stanzas}, plays {acts, stage directions}, novels{chapters}).
- ✓ **0401.8.7** Read, view, and recognize various literary genres (e.g., poetry, novels, short stories, plays, historical fiction, nonfiction).
- ✓ **0401.8.8** Determine the problem of a story, discover its solution, and consider alternate solutions.
- ✓ **0401.8.9** Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.

- ✓ **0401.8.10** Identify and describe main and minor characters, considering the importance of their actions, motives, and appearances.
- ✓ **0401.8.11** Compare and contrast different version/representations of the same stories/events that reflect different cultures.
- ✓ **0401.8.12** Explore first person point of view.
- ✓ **0401.8.13** Recognize sound devices in poetry (e.g., alliteration, rhythm, rhyme, repetition, onomatopoeia).
- ✓ **0401.8.14** Explore the concept of theme.
- ✓ **0401.8.15** Recognize and interpret basic literary devices (e.g., imagery, simile, metaphor, personification, hyperbole).
- ✓ **0401.8.16** Develop an awareness of literature as a reflection of its culture.

STATE PERFORMANCE INDICATORS

SPI 0401.8.1 Recognize plot features of fairy tales, folk tales, fables, and myths.

SPI 0401.8.2 Identify characters, setting, and plot in a passage.

SPI 0401.8.3 Determine the problem in a story and recognize its solution.

SPI 0401.8.4 Make appropriate predictions about text.

SPI 0401.8.5 Identify the forms of text (e.g., poems, drama, fiction, nonfiction).

SPI 0401.8.6 Identify and interpret similes and metaphors.

SPI 0401.8.7 Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).

SPI 0401.8.8 Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).