

# *A Blueprint for Learning*

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at [www.tennessee.gov/education](http://www.tennessee.gov/education). Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

## **Key features of the reformatted version are:**

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

## **Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).**

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
  - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

**LANGUAGE ARTS**  
**Fourth Grade**

**READING**

*The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and nonprint text.*

**Oral Language / Decoding**

Key	Reporting Category	
D		Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
D		Use established rules for conversation (e.g., do not interrupt, ask questions, and provide appropriate feedback).
D		Understand, follow, and give oral multi-step directions which may include illustrations.
D		Formulate and respond to questions from teachers and other group members.
D		Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
I		Retell a story from a different point of view.
D		Discuss similarities and differences in events and characters using evidence cited in two or three texts.
D		Summarize orally what has been learned or accomplished after completing an activity or assignment.
D		Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, and science projects).
I		Express thoughts and feelings using colorful, fully elaborated descriptions.
I		Present and/or perform original or published literary work with a group and/or individually.
I/D		Use different voice levels and speech patterns for small groups, informal discussions, and reports.
D		Express reactions and personal opinions to a selection.
I		Interpret and use a variety of nonverbal communication techniques (e.g., gestures, facial expression, and posture).
I		Participate in recitations of assigned/self-selected passages.
D		Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, books on tape, sound effects, and read-alouds).
A	T	Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).
D		Understand rhyming patterns in printed materials.
D		Respond and analyze the effects of the sounds of language (e.g., alliteration, onomatopoeia, rhythm, and beat).
D		Expand understanding and use of root words, prefixes, and suffixes to decode words.
D		Understand, recognize, and use spelling patterns, syllabication and word families to decode words.
D		Decode unknown grade level words by utilizing learned strategies.
D		Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, recorded reading, and echo reading).
D		Read with fluency using appropriate pronunciation, expression, rate, and confidence from a variety of texts (e.g., poetry, drama, current events, and novels).
D		Participate in guided oral reading.
I		Adjust speed based on the purpose for reading and reading level.
D		Read independently daily.

**Comprehension**

D		Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index).
A	C	Identify different forms of text (e.g., poems, drama, fiction and nonfiction).

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<b>A</b>	<b>C</b>	Recognize plot features of fairy tales, folk tales, fables, and myths.
<b>D</b>		Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
<b>D</b>		Build vocabulary by reading from a wide variety of text and literary genres.
<b>A</b>	<b>V</b>	Use prefixes, suffixes, and root words as aids in determining meaning within context.
<b>A</b>	<b>V</b>	Choose a logical word to complete an analogy using synonyms and antonyms.
<b>A</b>	<b>V</b>	Determine the meaning of unfamiliar words and multiple meaning words using context clues, dictionaries, and glossaries.
<b>A</b>	<b>V</b>	Select appropriate synonyms, antonyms, and homonyms within context.
<b>D</b>		Foster word consciousness (e.g., word play, word walls, and word sorts).
<b>D</b>		Continue to use context clues to determine the correct meaning/usage of multiple meaning words.
<b>D</b>		Set a purpose for reading (e.g., to understand, enjoy, solve problems, and locate specific information/facts).
<b>A</b>	<b>MG</b>	Make predictions about the text.
<b>D</b>		Make predictions about the text using text features (e.g., title, author, illustrations, and text format).
<b>I</b>		Relate text to personal and historical experiences, current events, as well as previously read print and nonprint media.
<b>A</b>	<b>V</b>	Recognize and use grade appropriate vocabulary within text.
<b>A</b>	<b>MG</b>	Select questions to clarify thinking.
<b>D</b>		Predict outcomes based on prior knowledge and adjusting appropriately.
<b>D</b>		Use self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
<b>D</b>		Create mental images.
<b>D</b>		Make inferences, verify or modify the pre-reading purpose, draw conclusions based on evidence gained, and select main idea and supporting details from text.
<b>A</b>	<b>MG</b>	Identify the author's purpose (e.g., to entertain, inform, persuade, and share feelings).
<b>I</b>		State reasonable generalizations in reference to two pieces of text on a similar topic.
<b>I</b>		Locate information to support opinions, predictions, and conclusions.
<b>A</b>	<b>MG</b>	Recognize cause and effect relationships within context.
<b>A</b>	<b>MG</b>	Evaluate texts for elements of fact/opinion and reality/fantasy.
<b>D</b>		Distinguish between fact and opinion within text.
<b>I</b>		Identify and interpret figurative language (e.g., idioms, similes, metaphors, and personification).
<b>I</b>		Recognize the theme of a single passage.
<b>D</b>		Read for literary experience, to gain information, to perform a task, and to expand vocabulary.
<b>D</b>		Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, and nonfiction) and media (e.g., photographs, the arts, films, and video) genres.
<b>I</b>		Use and discern appropriate reference sources in various format (e.g., interviews with family and community, encyclopedias, card/electronic catalogs, almanacs, magazines, and newspapers).
<b>A</b>	<b>T</b>	Identify the most reliable sources of information for preparing a report.
<b>A</b>	<b>MG</b>	Determine appropriate inferences and draw conclusions from texts.
<b>D</b>		Compare and contrast literary works.
<b>I</b>		Use current technology as a research and communication tool for personal interest, research, and clarification.
<b>I</b>		Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, and diaries; and internet sites).
<b>D</b>		Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.
<b>A</b>	<b>T</b>	Interpret information using a chart, map, or timeline.
<b>I</b>		Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, and magazines) on daily life.

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<b>D</b>		Gather and record information on a research topic using two different sources.
<b>A</b>	<b>T</b>	Locate information to support opinions, predictions, and conclusions.
<b>A</b>	<b>T</b>	Select sources from which to gather information on a given topic.
<b>D</b>		Develop and maintain vocabulary specific to content and to current events.
<b>A</b>	<b>T</b>	Use table of contents, title page, and glossary to locate information.
<b>D</b>		Use available text features (e.g., maps, charts, graphics, appendices, tables of contents, glossaries and illustrations) to make meaning from text.
<b>A</b>	<b>T</b>	Use available text features (e.g., graphics, glossaries and illustrations) to make meaning from text.
<b>A</b>	<b>T</b>	Use headings, graphics, and captions to make meaning from text.
<b>D</b>		Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
<b>D</b>		Use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources, and asking for help).
<b>D</b>		Determine the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, and biographies).
<b>D</b>		Determine the problem of a story, discover its solution, and consider alternate solutions.
<b>A</b>	<b>C</b>	Determine the problem of a story and discover its solution.
<b>I</b>		Sequence the events of a selection from beginning to end, determining how the incidents are connected, and lead to a solution/conclusion.
<b>A</b>	<b>C</b>	Indicate the sequence of events in print (fiction and nonfiction) and in nonprint texts.
<b>A</b>	<b>C</b>	Identify character, setting, and plot in a passage.
<b>D</b>		Identify and describe the main and minor characters, considering the importance of their actions, motives, and appearances.
<b>I</b>		Make inferences about print and nonprint text.
<b>I</b>		Compare and contrast events and characters using evidence cited from print and nonprint text(s).
<b>D</b>		Compare and contrast different versions/representations of the same story/events that reflect different cultures.
<b>I</b>		Distinguish between first and third person points of view.
<b>I</b>		Explore the concept of theme.
<b>D</b>		Recognize and understand basic literary devices (e.g., imagery, simile, metaphor, and personification).
<b>D</b>		Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, and recommendation of others).
<b>I</b>		Begin a personal reading list or reading log/journal to reflect reading progress and accomplishments.
<b>D</b>		Experience and develop an awareness of literature that reflects a diverse society.

## WRITING

*The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

### Process

<b>A</b>	<b>WP</b>	Identify the audience for which a text is written.
<b>I</b>		Retell a story from a different point of view.
<b>A</b>	<b>WP</b>	Identify the purpose for writing (i.e., to entertain, to inform, and to share experiences).
<b>D</b>		Generate and focus ideas through brainstorming and peer discussions.
<b>D</b>		Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, and listing).
<b>D</b>		Use print and nonprint materials along with prior knowledge to provide background for writing.
<b>A</b>	<b>WP</b>	Complete a graphic organizer (e.g., listing, clustering, story maps, and webs) to group ideas for writing.
<b>I</b>		Select and refine a topic.
<b>A</b>	<b>WO</b>	Choose a topic sentence for a paragraph.

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A	WO	Select details that support a topic sentence.
A	WO	Choose the supporting sentence that best develops a topic sentence.
D		Develop a topic sentence with supporting details and concluding sentence to form a paragraph.
A	WO	Select the best title for a text.
A	WO	Rearrange sentences to form a sequential, coherent paragraph.
A	WO	Rearrange events in a sequential or chronological order in a writing selection.
A	WP	Identify sentences irrelevant to a paragraph's theme or flow.
A	WP	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
D		Determine appropriate audience.
D		Begin to establish a purpose/focus for writing and select a format based on the purpose.
I		Investigate content specific topics to gather information and write.
I		Use experiences from the arts to write creatively and expressively.
A	WO	Select an appropriate concluding sentence for a well developed paragraph.
D		Introduce writing in the expository mode (e.g., explanatory paragraph, "how to" paragraph).
D		Participate in peer review and editing.
D		Review personal collection to determine progress and evaluate work.
I		Acknowledge and discuss diversity of individual writing styles.
D		Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, newspapers/periodicals, and school displays).
D		Use classroom and state rubrics as guides for writing.
D		Incorporate vivid language.
A	T	Identify similes and metaphors.
D		View, read, or listen to examples of various writing styles.
D		Arrange multi-paragraph work in a logical and coherent order.
A	WO	Supply a missing piece of information in a simple outline.
I		Write and think freely while drafting.
I		Write with a sense of audience.
A	WO	Select appropriate time-order or transitional words to enhance the flow of the writing sample.
D		Use correct page format (e.g., paragraphs, margins, indentations, and titles).
D		Revise to clarify and refine ideas, to distinguish between important and unimportant information, and to enhance word selection.
D		Proofread using reference materials.
D		Use a computer or other technological tools as editing tools.
D		Develop and use classroom rubrics for written work.
I		Introduce and use the state assessment rubric.
D		Incorporate photos, illustrations, charts, tables, or graphs.
D		Use technology for publishing individual and group work.
I		Begin to develop a voice.
A	WP	Select the best way to correct incomplete sentences within context.
A	WP	Select the best way to combine sentences to provide syntactic variety within context.

**Product**

D		Write in response to a standard prompt and/or select a prompt from two choices.
D		Produce a variety of written works (e.g., literature response, reports, "published" books, group or paired writing).

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<b>I</b>		Practice response to assigned prompts in timed situations.
<b>D</b>		Write with developed characters, setting, and plot.
<b>D</b>		Write with well-developed organizational structure, sequence of events, and details.
<b>D</b>		Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor).
<b>D</b>		Compose and respond to original questions and/or problems from all content areas.
<b>D</b>		Use media (e.g., photographs, films, videos, the arts, on-line catalogs, nonfiction books, encyclopedias, CD-ROM references, and internet) to view, read, and represent information.
<b>D</b>		Use writing to explain procedures used to solve problems encountered in content areas (e.g., science lab experiments, math problems).
<b>D</b>		Write a letter to/as a character in a written work.
<b>D</b>		Create an optional ending for a story.
<b>D</b>		Write poems, stories, journal entries, and essays based upon personal reflections, observations, and experiences.
<b>D</b>		Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, and stories).
<b>D</b>		Write a narrative including sensory details, a descriptive paragraph that includes vivid language, and an expository/"how to" paragraph with multiple steps.
<b>D</b>		Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, and enhance communication) and to inform a particular audience about a specific issue.
<b>D</b>		Write a paper to compare/contrast two people, places, things, or ideas.
<b>I</b>		Write a research report using a single source and notes taken using the source.
<b>D</b>		Write friendly and business letters.
<b>I</b>		Write an autobiographical account.

#### ELEMENTS OF LANGUAGE

*The student will use standard English conventions and proper spelling as appropriate to speaking and writing.*

<b>A</b>	<b>G</b>	Identify the correct use of nouns (e.g., singular and plural, common and proper, singular and plural possessives), verbs (i.e., agreement, tenses, action and linking) and adjectives (i.e., comparison forms and articles) within context.
<b>A</b>	<b>G</b>	Identify the correct usage of pronouns (i.e., subject, object, and agreement) and adverbs (i.e., comparison forms and negatives) within context.
<b>D</b>		Use pronouns appropriately (e.g., subject, object, and possessive; singular and plural; agreement with antecedents).
<b>D</b>		Use verbs appropriately (e.g., action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects).
<b>D</b>		Use adjectives appropriately (e.g., proper comparison forms, articles).
<b>A</b>	<b>G</b>	Recognize usage errors occurring within context (e.g., double negatives, troublesome word groups, [i.e., to, too, two, there, their, they're, its, it's]).
<b>A</b>	<b>WP</b>	Identify correctly used capital letters with names, dates, addresses, and the beginning of sentences within context.
<b>D</b>		Use correct capitalization (e.g., titles, abbreviations, quotations, and parts of a friendly letter).
<b>D</b>		Use correct punctuation at the end of sentences.
<b>A</b>	<b>G</b>	Identify the correct usage of commas (e.g., series, dates, addresses, friendly letters, introductory words, and compound sentences) within context.
<b>A</b>	<b>G</b>	Choose the correct use of quotation marks and commas in direct quotations.
<b>A</b>	<b>G</b>	Choose the correct formation of plurals, contractions, and possessives within context.
<b>D</b>		Abbreviate words correctly.
<b>D</b>		Spell high frequency words correctly.
<b>A</b>	<b>V</b>	Identify grade level compound words, contractions, and common abbreviations within context.
<b>D</b>		Spell correctly words commonly used in content specific vocabulary.

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<b>D</b>		Spell plurals and possessives correctly.
<b>D</b>		Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.
<b>D</b>		Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, and charts).
<b>A</b>	<b>T</b>	Identify correctly or incorrectly spelled words in context.
<b>D</b>		Identify and correctly spell homonyms within the context of sentences or phrases.
<b>D</b>		Proofread and edit for accuracy of spelling using appropriate strategies.
<b>D</b>		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 more detailed words and phrases).
<b>A</b>	<b>G</b>	Identify sentences with correct subject-verb agreement (person and number).
<b>D</b>		Recognize and edit incomplete sentences and run-on sentences.
<b>D</b>		Combine simple sentences into compound sentences.
<b>D</b>		Combine sentences using compound subjects and/or predicates.
<b>A</b>	<b>G</b>	Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

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