

**Tennessee English Language Arts Standards**  
**Effective 2009-2010**  
**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** (including singular and plural, common and proper, singular and plural possessives), **verbs** (including action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects), **adjectives** (including proper comparison forms, articles), **pronouns** (including 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.
- ✓ **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 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., understanding of roots and affixes, context clues, 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 (e.g., follow directions for a 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** Express reactions, personal experiences, and opinions orally.

- ✓ **0401.2.9** Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science/social studies 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, evaluating, 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 limit.
- ✓ **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** Use a graphic organizer to organize information from text or technological sources.
- ✓ **0401.4.6** Write a research report using notes taken from three or more 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 between fact/opinion and cause/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.

**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, including 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** Arrange and follow multi-tasked instructions in informational and technical texts (e.g., follow directions for a scavenger hunt, 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, PowerPoint, dioramas, videos, the arts, online catalogs, nonfiction books, encyclopedias, 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, cell phones, ipods) 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 in 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 versions/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., poetry, 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).