

2021-2022 English Language Arts Assessment Guide
Tennessee Academic Standards
Grade 4

Quarter	1	2	3	4
READING STANDARDS				
Key Ideas and Details—Standard #1				
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.	A	A	A	
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.	A	A	A	
Key Ideas and Details—Standard #2				
4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	A	A	A	
4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.	A	A	A	
Key Ideas and Details—Standard #3				
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.	A	A	A	
4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.		A	A	
Craft and Structure—Standard #4				
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.	A	A	A	
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.	A	A	A	
Craft and Structure—Standard #5				
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.		A	A	
4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.			A	
Craft and Structure—Standard #6				
4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.		A	A	
4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.			A	

Integration of Knowledge and Ideas—Standard #7				
4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	A	A	A	
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.			A	
Integration of Knowledge and Ideas—Standard #8				
4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text.		A	A	
Integration of Knowledge and Ideas—Standard #9				
4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.			A	
4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		A	A	
Range of Reading and Level of Text Complexity—Standard #10				
4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	*	*	*	*
4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	*	*	*	*
FOUNDATIONAL LITERACY STANDARDS				
Phonics and Word Recognition—Standard #3				
4.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	A	A	A	
Word Composition—Standard #4				
4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				
a. Spell grade-appropriate words correctly consulting references as needed.	*	*	*	*
b. Write legibly in manuscript and cursive.	*	*	*	*
Fluency—Standard #5				
4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.				
a. Read grade-level text with purpose and understanding.	*	*	*	*
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	*	*	*	*

c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	*	*	*	*
Sentence Composition—Standard #6				
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.		A	A	
a. Use relative pronouns and relative adverbs.			A	
b. Form and use progressive verb tenses.		A		
c. Use auxiliary verbs such as can, may, and must to clarify meaning.		A		
d. Form and use prepositional phrases.	A			
e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.	A			
f. Use correct capitalization.		A		
g. Use commas and quotation marks to mark direct speech and quotations from a text.			A	
h. Use a comma before a coordinating conjunction in a compound sentence.			A	
i. Write several cohesive paragraphs on a topic.	*	*	*	*
Vocabulary Acquisition—Standard #7				
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.				
i. Use context as a clue to the meaning of a word or phrase.	A			
ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.			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.		A		
4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
i. Explain the meaning of simple similes and metaphors in context.		A		
ii. Recognize and explain the meaning of common idioms and proverbs.		A		
iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.			A	
4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	*	*	*	*
WRITING STANDARDS				
Text Types and Protocol—Standard #1				

4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			A	
a. Introduce a topic or text.			A	
b. Develop an opinion with reasons that are supported by facts and details.			A	
c. Create an organizational structure in which related ideas are grouped to support the writer’s purpose.			A	
d. Provide a concluding statement or section related to the opinion presented.			A	
e. Link opinion and reasons using words and phrases.			A	
f. Apply language standards addressed in the Foundational Literacy standards.			A	
Text Types and Protocol—Standard #2				
4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.	A			
a. Introduce a topic.	A			
b. Group related information in paragraphs and sections.	A			
c. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.	A			
d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	A			
e. Provide a conclusion related to the information or explanation presented.	A			
f. Link ideas within categories of information using words and phrases.	A			
g. Use precise language and domain-specific vocabulary to inform about or explain the topic.	A			
h. Apply language standards addressed in the Foundational Literacy standards.	A			
Text Types and Protocol—Standard #3				
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.		A		
a. Orient the reader by establishing a situation, using a narrator and/or introducing characters.		A		
b. Organize an event sequence that unfolds naturally and logically.		A		
c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.		A		
d. Use a variety of transitional words and phrases to manage the sequence of events.		A		
e. Provide a conclusion that follows from the narrated experiences or events.		A		
f. Use precise words and phrases and use sensory details to convey experiences and events.		A		

g. Apply language standards addressed in the Foundational Literacy standards.		A		
Production and Distribution of Writing—Standard #4				
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.)	*	*	*	*
Production and Distribution of Writing—Standard #5				
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.)	*	*	*	*
Production and Distribution of Writing—Standard #6				
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.	*	*	*	*
Research to Build and Present Knowledge—Standard #7				
4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	*	*	*	*
Research to Build and Present Knowledge—Standard #8				
4.W.RBPK.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.	*	*	*	*
Research to Build and Present Knowledge—Standard #9				
4.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.	*	*	*	*
Range of Writing- Standard #10				
4.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	*	*	*	*
SPEAKING AND LISTENING STANDARDS				
Comprehension and Collaboration—Standard #1				
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.	*	*	*	*
Comprehension and Collaboration—Standard #2				
4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.	*	*	*	*
Comprehension and Collaboration—Standard #3				

4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.	*	*	*	*
Presentation of Knowledge and Ideas—Standard #4				
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.	*	*	*	*
Presentation of Knowledge and Ideas—Standard #5				
4.SL.PKI.5 Add multimedia such as audio and visual elements to presentations when appropriate to enhance the development of main ideas or themes.	*	*	*	*
Presentation of Knowledge and Ideas—Standard #6				
4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.	*	*	*	*

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