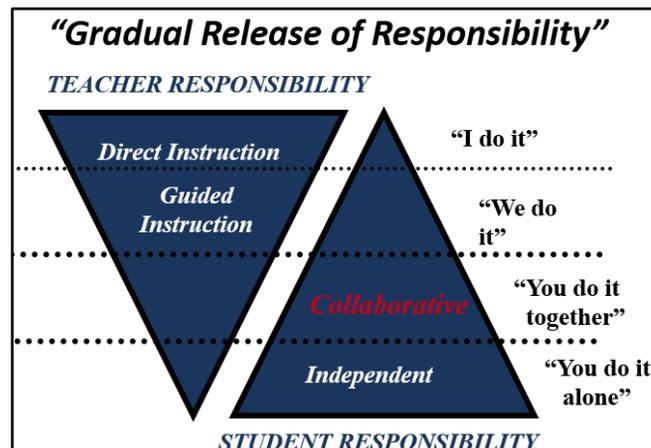


# Instructional Pacing Guide

## ELA—Fourth Grade

### Best literacy practices with a two-hour minimum ELA block

- **Reading aloud**, which can occur outside the ELA block, is considered invaluable as a motivational tool and as a way to demonstrate a meaning-making process. Interactive read alouds allow students of all reading abilities to access complex, **above-grade level texts**.
- **Shared reading** provides all students access to **on-grade level texts**. Suggested shared reading texts are provided below. Reading standards in **bold font** are the weekly focus reading standards and could appear on the checkpoint assessment that quarter.
- This document does not include pacing for teacher-led, small-group reading instruction. It is recommended that teachers employ **guided reading** strategies in small-group settings for 60 minutes daily, allowing students to read texts at their **instructional reading level**.
- Students need to be given time daily to engage in wide reading of easily accessible, high-interest texts on their **independent reading levels**. When students are given choice in the texts they read, motivation improves and achievement increases.
- **Speaking & Listening** occurs as we incorporate the *Read About It, Think About It, Talk About It, Write About It* cycle with rich texts.
- Reading and **writing** are reciprocal processes. When reading comprehension improves, writing abilities improve. Writing about a topic helps build meaning and understanding.
- Current literacy research promotes embedding **language** standards in context for better application in speaking and writing.
- The image below depicts the components of effective **scaffolding** required to facilitate independence.



- Johnson City Schools’ Instructional Pacing Guide **Appendices** include: grade-level **standards**, writing **rubrics** for teacher use by mode, writing **scales** for student use by mode, and the **TN assessment blueprints**.
- Additional supporting documents such as the **vertical** progression of **standards**; writing **rubrics** with **embedded** reading, writing, and language standards; **K-4 word study** scope and sequences; informative writing **prompt types**; and **checkpoint** information can be found in **Canvas**.

QUARTER 1: WEEK 1			
Community building activities <ul style="list-style-type: none"> <li>○ “Getting Started: The First 20 Days of Independent Reading” (Chapter 9 from <i>Guiding Readers and Writers: Grades 3-6</i> by Fountas and Pinnell)</li> <li>○ <i>Seven Habits of Happy Kids</i> by Sean Covey</li> <li>○ <i>Fill a Bucket: A Guide to Happiness for Young Children</i> by Carol McCloud</li> </ul>			
<b>Word Study</b>	Administer Upper-Level Spelling Inventory		
<b>Reading</b>	<p><b>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p><b>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p>		
<b>Language</b>	Review necessary prerequisite skills for L.4.1a and L.4.1f. (L.3.1a Explain the function of <b>nouns</b> and <b>pronouns</b> in general and their functions in particular sentences.)		
	L.4.2a Use correct capitalization.		
<b>Additional Resources</b>	Into the Book: <a href="http://reading.ecb.org">http://reading.ecb.org</a> Reading interest surveys <i>Notebook Connections</i> and <i>Notebook Know-How</i> by Aimee Buckner <i>Amelia's Notebook</i> by Marissa Moss		
QUARTER 1: WEEK 2			
Shared Reading Texts	Spiraling Reading Standards	Text-Dependent Questions	Writing Tasks
Unit 1: Lesson 1  Anchor Text: <i>Because of Winn-Dixie</i> (Realistic Fiction)  Paired Text:	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RL.4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text. (Summarizing Focus)</b>	Why was Miss Franny so scared by Winn-Dixie? Why was she “acting all embarrassed?” (RL.4.1 and RL.4.3)  How did the Hermam W. Block Memorial Library come to get its name? (RL.4.1 and RL.4.3)  Opal says, “She looked sad and old and wrinkled.” What happened to	(quick write option) You have read a story titled <i>Because of Winn-Dixie</i> . Explain why this is an appropriate title for the story and how the title relates to the story’s theme. Be sure to use facts and details from the passage to support your writing. (RL.4.1, RL.4.2, and RL.4.3)  Administer narrative writing pre-assessment. You may use the task below as a pre-assessment and then for modeling.

<p>USE WEEK 3 <i>Because of BookEnds</i> (Informational Text)</p>	<p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (Story Structure Focus)</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the differences between first- and third-person narrations.</p> <p>RL.4.7 Make connections between the text of a story or drama, and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>cause Miss Franny to look this way? (RL.4.1 and RL.4.3)</p> <p>What were Opal’s feelings when she realized how Miss Franny felt? (RL.4.1 and RL.4.3)</p> <p>Earlier in the story, Opal says that Winn-Dixie “has a large heart, too.” What does Winn-Dixie do to show that he has a “large heart”? (RL.4.1 and RL.4.3)</p> <p>Opal and Miss Franny have several important things in common. What are they? (RL.4.1, RL.4.2, and RL.4.3)</p> <p>From what point of view is the story told? What words signal the point of view? (RL.4.6)</p> <p>Is this story fiction or nonfiction? What type of pictures are used throughout the story? (RL.4.7)</p>	<p>Familiarize students with narrative writing by showing student work and reading/discussing mentor texts</p> <p><b>Narrative writing standards</b></p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>“I Do”/model a different point of view narrative essay with a fictional text.</b></p> <p>Narrative Task: In <i>Because of Winn-Dixie</i>, Opal tells a story about moving to a new town and making a new friend. Rewrite this story from Winn-Dixie’s point of view. Be sure to use dialogue and descriptions of Winn-Dixie’s actions, thoughts, and feelings to develop his experiences and the story events. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• Plan your response</li> </ul>
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			<ul style="list-style-type: none"> <li>• Write your response</li> </ul> <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p>
<b>Language</b>	L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.		
<b>Word Study</b>	Score Upper-Level Spelling Inventory		
<b>Additional Resources</b>	Canvas		
<b>QUARTER 1: WEEKS 3 - 4</b>			
<b>Shared Reading Texts</b>	<b>Spiraling Reading Standards</b>	<b>Text-Dependent Questions</b>	<b>Writing Tasks</b>
Unit 1: Lesson 5  Anchor Text: <i>Stormalong</i> (Tall Tale)  Paired Text: <i>Hoderi the Fisherman</i> (Folktale)  “John Henry”  “Robert Pershing Wadlow”	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Inferring/Predicting Focus)  <b>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</b>  RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (Hyperbole Focus)	What evidence from the text can you use to conclude that Stormalong doesn't like to feel like an outcast? (p. 142)  Observe the illustrations on pages 141, 143, and 145. What details show evidence that this story is a tall tale?  How did the setting affect Stormalong's feelings of acceptance over time?  What can you infer about the title of the story, <i>Stormalong</i> , and the events that occurred in Stormy's life?	(quick write option) Explain how the events in the lives of Stormalong and John Henry (and/or Walter Wadlow) led to their accomplishments. Be sure to use facts and details from both passages to support your writing.  <b>“I Do”/model writing an alternative ending to a story.</b>  Narrative Task: In <i>Stormalong</i> , Stormy spent time as a cabin boy at sea. He then farmed the plains of Kansas before returning to the sea as a captain. Imagine that Stormy did not return to the sea. From that point in the story, continue the narrative to give the story a different ending. Describe the events that occur in Stormy’s next adventure. Be sure to use both the voice of a narrator, as well as dialogue, in your story ending. Follow the conventions of standard written English. Manage your time carefully so that you can

	<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the differences between first-and third-person narrations.</p>	<p>What evidence helps the reader infer from which point of view the story is told?</p>	<ul style="list-style-type: none"> <li>• Plan your response</li> <li>• Write your response</li> </ul> <p>Your written response should be in the form of a multi-paragraph narrative story.</p> <p>Spend about 75 minutes on this response, including the time you spend reading the story, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p> <p><b>“We Do”/collaboratively write an alternative ending to a story.</b></p> <p>Narrative Task:  In <i>Hoderi the Fisherman</i>, Hoderi lost his brother’s iron fishing hook. In Scene 2, the Sea King promises to help him find it. From that point in the story, continue the narrative to give the story a different ending. Describe the events that occur next as Hoderi searches for the missing fishing hook. Be sure to use both the voice of a narrator, as well as dialogue, in your story ending. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• Plan your response</li> <li>• Write your response</li> </ul> <p>Your written response should be in the form of a multi-paragraph narrative story.</p> <p>Spend about 75 minutes on this response, including the time you spend reading the story, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p>
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<b>Language</b>	L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.4a Use sentence-level context as a clue to the meaning of a word or phrase.
<b>Word Study</b>	<b>Week 3</b> L.4.2d Spell grade-appropriate words correctly, consulting references as needed. y + inflectional endings – Examples: play (plays, played, playing), spy (spies, spied, spying)  <b>Week 4</b> L.4.2d Spell grade-appropriate words correctly, consulting references as needed. r-influenced in accented syllables (a) air, ar, are – Examples: darkness, yardage, dairy
<b>Additional Resources</b>	Canvas

**QUARTER 1: WEEK 5**

<b>Shared Reading Texts</b>	<b>Spiraling Reading Standards</b>	<b>Text-Dependent Questions</b>	<b>Writing Tasks</b>
Unit 2: Lesson 9  Anchor Text: <i>Dear Mr. Winston</i> (Realistic Fiction)  Paired Text: <i>Field Guide to Snakes of the Southwest</i> (Informational Text)	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</b>  RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant	Reread page 262. Why is Cara writing a letter to Mr. Winston? How do you know? Who does Cara blame for what happened to Mr. Winston? (RL.4.1 and RL.4.3)  Look at the illustration on page 263. What do the illustrations reveal about the characters’ thoughts and feelings? (RL.4.3 and RL.4.7)  How does the reference book check out policy affect the outcome of the story? What process does Cara use to try to identify the snake? (RL.4.1 and RL.4.3)  Reread the first paragraph on page 269. What conclusion can you draw about Cara’s attitude from her suggestions to Mr. Winston? What	(quick write option) Throughout the letter, <i>Dear Mr. Winston</i> , the author repeats the sentence, “I am truly, genuinely sorry.” However, the author’s words lead readers to infer that Cara is not sincere. Using text evidence, write to tell how the author’s words reveal Cara’s true thoughts and feelings about bringing the snake into the library. Be sure to include a description of how Cara’s actions reveal her true thoughts and feelings. Be sure to use facts and details from the passage to support your writing.  <b>“You Do Together”/small groups of students work together to rewrite the story from a different point of view AND/OR to continue the story.</b>  Narrative Task #1: In <i>Dear Mr. Winston</i> , Cara writes a letter to Mr. Winston to apologize for bringing a snake into the library. Imagine you are Mr. Winston, and write a reply to Cara’s letter that explains the events of

	<p>characters found in mythology (e.g., Herculean).</p> <p>RL.4.7 Make connections between the text of a story or drama, and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>details and examples lead you to this conclusion? (RL.4.1)</p> <p>What character traits would you use to describe Cara? What details in the text lead you to your description? (RL.4.1 and RL.4.3)</p> <p>What is the underlying theme of this story? (Take responsibility for your actions/be sincere.) (RL.4.2)</p>	<p><i>Dear Mr. Winston</i> from his point of view. Be sure to use dialogue and descriptions of the characters' actions, thoughts, and feelings to develop the story events. Follow the conventions of standard written English.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• Plan your response</li> <li>• Write your response</li> </ul> <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p> <p>Narrative Task: You have just read <i>Dear Mr. Winston</i>. Write a narrative that tells what happens next week when Cara goes to the library again. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• Plan your response</li> <li>• Write your response</li> </ul> <p>Your written response should be in the form of a friendly letter. Spend about 75 minutes on this response, including the time you spend reading the passage(s), planning, and writing your response. Write your response to the Writing Task in the space provided below.</p>
<p><b>Language</b></p>	<p>Review necessary prerequisite skills for L.4.1b and L.4.1f. (L.3.1a Explain the function of <b>verbs</b> and <b>adverbs</b> in general and their functions in particular sentences.)</p> <p>L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>		
<p><b>Word Study</b></p>	<p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>r-influenced in accented syllables (e) ear, eer, er, ere – Examples: certain, perfect, cherub, rehearse, berry</p>		

<b>Additional Resources</b>	Picture book: <i>Dear Mrs. LaRue</i> Canvas		
<b>QUARTER 1: WEEK 6</b>			
<b>Shared Reading Texts</b>	<b>Spiraling Reading Standards</b>	<b>Text-Dependent Questions</b>	<b>Writing Tasks</b>
<p>Unit 1: Lesson 3</p> <p>Anchor Text: Read Kenya, Peru, and Thailand from <i>My Librarian Is a Camel</i> (Informational Text)</p> <p>Unit 1: Lesson 1</p> <p>Paired Text: <i>Because of Book Ends</i> (Informational Text)</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</b></p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (Cause and Effect Focus)</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts,</p>	<p><b>Kenya</b> Read pages 84-85. Why were camels chosen to deliver the libraries? (RI.4.3)</p> <p>How does the map and flag in this section connect to the text? Why do you think the author included them? (RI.4.7)</p> <p>What does the word impassable mean? What context clue from the text helps the reader know what impassable means? (even for cars with four-wheel drive) (RI.4.4)</p> <p><b>Peru</b> In the first paragraph, the text states, “Children in Peru can receive their several different, innovative ways.” What does the word innovative mean? What part of the passage helps you understand what this word means? (RI.4.4)</p> <p>What is the role of a reading promoter? (RI.4.3)</p> <p>What effect does this book system have on the communities in Peru? (RI.4.3)</p>	<p>(quick write option) Using details from the text, <i>My Librarian is a Camel</i>, describe how the cause of living in a remote area affects children’s access to books. Include details from Kenya, Peru, and Thailand. Be sure to use facts and details from the passage to support your writing. (RI.4.1 and RI.4.5)</p> <p><b>“I Do”/model writing a narrative essay with nonfiction text.</b></p> <p>Narrative Task: You have read the section of <i>My Librarian is a Camel</i> about Kenya. Imagine you are the librarian delivering books to the children in Kenya. Write a story about your day as a librarian. Be sure to use dialogue and descriptions of your actions, thoughts, and feelings to develop your experiences and the events of the trial. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• Plan your response</li> <li>• Write your response</li> </ul> <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p>

	<p>graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (Interpreting Visuals Focus)</p> <p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text proficiently, with scaffolding as needed at the high end of the range. (Visualization Focus)</p>	<p><b>Thailand</b> Why did the Chiangmai Non-Formal Education Center put together the Books-by-Elephant program? (RI.4.3)</p> <p>What is the effect of the center’s efforts? (RI.4.5)</p> <p>Reread page 90. Using context clues, what is the meaning of remote? What context clue from the text helps the reader know the meaning of remote? (RI.4.4)</p> <p>Summarizer: You have just read <i>Because of Winn-Dixie</i> and <i>My Librarian is a Camel</i>. How was close reading an informational text different from close reading literature texts?</p> <p>Main Idea: What is easy for some people can be difficult for others.</p>	<p><b>“We Do”/collaboratively write a narrative essay with nonfiction text.</b></p> <p>Narrative Task: You have read the section of <i>My Librarian is a Camel</i> about Peru. Imagine you are a child receiving books in Peru. Write a story about a day you received books. Be sure to use dialogue and descriptions of your actions, thoughts, and feelings to develop your experiences and the events of the trial. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• Plan your response</li> <li>• Write your response</li> </ul> <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p>
<b>Language</b>	<p>Review necessary prerequisite skills for L.4.1d. (L.3.1a Explain the function of <b>adjectives</b> in general and their functions in particular sentences.)</p> <p>L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>		
<b>Word Study</b>	<p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed. r-influenced in accented syllables (i) ir, ire – Examples: birthday, firearm, acquire, circle</p>		
<b>Additional Resources</b>	<p>TNCore assessment writing task “School Project”</p> <p>Other countries from the picture book <i>My Librarian is a Camel</i></p> <p><i>The Librarian of Basra</i></p> <p><i>The Boy Who Loved Words</i></p> <p><i>Waiting for Biblioburro</i></p>		

*Nasreen's Secret School*  
 Mr. George Baker  
 Use *Because of BookEnds* (Paired text with *Because of Winn-Dixie*)  
 Book Drive for BookEnds: [www.bookends.org](http://www.bookends.org)  
 Book-raiser: <http://www.milkandbookies.org/host-your-own/>  
 Canvas

**QUARTER 1: WEEKS 7-8**

Shared Reading Texts	Spiraling Reading Standards	Text-Dependent Questions	Writing Tasks
Unit 3: Lesson 11  Anchor Text: <i>Hurricanes: Earth's Mightiest Storms</i> (Informational Text)  Paired Text: "Recovering from Katrina" (Newspaper Article)	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b>  RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Explaining Scientific Ideas Focus)  RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in a text or part of a text.	Reread "The Making of a Hurricane" section beginning on page 322. Explain how a hurricane forms. (RI.4.1, RI.4.3, and RI.4.5)  What information does the diagram of the hurricane on page 323 show? How does this information connect with the text? (RI.4.7)  The author calls hurricanes "earth's mightiest storms." Do you agree? Why or why not? (RI.4.1)  Reread the "Into the Eye of the Storm" section beginning on page 328. How have satellites changed scientists' understanding of and ability to predict hurricanes? (RI.4.1 and RI.4.3)  What are the benefits of studying weather? (RI.4.1)  What is the main idea of <i>Hurricanes</i> ? How is the main idea supported by key details? (RI.4.2)	<b>Week 7</b> (quick write option) You have read two texts about hurricanes: <i>Hurricanes: Earth's Mightiest Storms</i> and "Recovering from Katrina." Using evidence from both texts, describe what happens during and after a hurricane.  <b>"You Do Together"/small groups of students work together to write a narrative in response to nonfiction.</b>  Narrative Task: Imagine that a hurricane destroyed parts of your town and you are a weather scientist appearing on TV. Work with a partner or small group to outline key information and details that explain how this hurricane formed. Use information you learned from reading <i>Hurricanes: Earth's Mightiest Storms</i> . Follow the conventions of standard written English. Manage your time carefully so that you can <ul style="list-style-type: none"> <li>• Plan your response</li> <li>• Write your response</li> </ul> Your written response should be in the form of a multi-paragraph narrative story.

	<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Summarize <i>Hurricanes</i>. (RI.4.2)</p>	<p>Spend about 75 minutes on this response, including the time you spend reading the passage, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p> <p><b>Week 8</b></p> <p><b>“You Do Alone”/ independently write a narrative.</b></p> <p>Narrative Task: Imagine you lived in southern Louisiana when Hurricane Katrina made landfall. Write a newspaper report about experiencing this event. Describe what you saw, heard, and felt. Also explain what effects the event had on your family, friends, and community. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• Plan your response</li> <li>• Write your response</li> </ul> <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p>
<b>Language</b>	L.4.2c Use a comma before coordinating conjunction in a compound sentence.		
<b>Word Study</b>	L.4.2d Spell grade-appropriate words correctly, consulting references as needed. r-influenced in accented syllables (o) or, ore, oar, our – Examples: adorn, moral, aboard, courthouse		
<b>Additional Resources</b>	Canvas		

QUARTER 1: WEEK 9			
Shared Reading Texts	Spiraling Reading Standards	Text-Dependent Questions	Writing Tasks
<p>“The Curious Garden” by Peter Brown</p> <p><b>(2015 MIST Part I Practice Test—give cold as a narrative post assessment and use student work to teach the rest of the week)</b></p>	<p>Review RL.4.1, RL.4.2, and RL.4.3</p> <p>Review RI.4.1, RI.4.2, and RI.4.3</p>	n/a	<p><b>“You Do It Alone”/independently write a narrative.</b></p> <p>Narrative Task:</p> <p>Liam returns to the railroad garden after the winter. Write a narrative to give the story a different ending. Tell what happens to the garden and how Liam takes care of it. Use the characters and setting that are in the text you read. Be sure to use both the voice of a narrator, as well as dialogue, in your story ending. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• Plan your response</li> <li>• Write your response</li> </ul> <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage(s), planning, and writing your response. Write your response to the Writing Task in the space provided below.</p>
<b>Language</b>	<p>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>		
<b>Word Study</b>	<p><b>Week 8</b></p> <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>Prefixes ex-, non-, in- - Examples: example, nonfat, incorrect</p> <p><b>Week 9</b></p> <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>Suffixes –ful, -less, -ness – Examples: helpless, helpful, neatness</p>		

**TENNESSEE ACADEMIC STANDARDS**

**ENGLISH LANGUAGE ARTS**

**GRADE 4**

**Strand: READING LITERATURE (RL)**

**Key Ideas and Details**

- |               |   |
|---------------|---|
| <b>RL.4.1</b> | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                                 |
| <b>RL.4.2</b> | 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.   |
| <b>RL.4.3</b> | 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |

**Craft and Structure**

- |               |   |
|---------------|---|
| <b>RL.4.4</b> | 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i> ).   |
| <b>RL.4.5</b> | 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| <b>RL.4.6</b> | 6. Compare and contrast the point of view from which different stories are narrated, including the differences between first- and third-person narrations.  |

**Integration of Knowledge and Ideas**

- |                |   |
|----------------|---|
| <b>RL.4.7</b>  | 7. Make connections between the text of a story or drama, and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.                              |
| <b>RL.4.8</b>  | 8. (Not applicable to literature)   |
| <b>RL.4.9</b>  | 9. Compare and contrast the treatment of similar themes and topics (e.g., the quest) in stories, myths, and traditional literature from different cultures.   |
| <b>RL.4.10</b> | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

<b>Strand: READING INFORMATIONAL TEXT (RI)</b>	
	<b>Key Ideas and Details</b>
<b>RI.4.1</b>	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.2</b>	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>RI.4.3</b>	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	<b>Craft and Structure</b>
<b>RI.4.4</b>	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4</i> topic or subject area.
<b>RI.4.5</b>	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in a text or part of a text.
<b>RI.4.6</b>	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.
	<b>Integration of Knowledge and Ideas</b>
<b>RI.4.7</b>	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<b>RI.4.8</b>	8. Explain how an author uses the reasons and evidence to support particular points in a text.
<b>RI.4.9</b>	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	<b>Range of Reading and Level of Text Complexity</b>
<b>RI.4.10</b>	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text proficiently, with scaffolding as needed at the high end of the range.
<b>Strand: READING FOUNDATIONAL SKILLS (RF)</b>	
	<b>Phonics and Word Recognition</b>
<b>RF.4.3</b>	3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>
	<b>Fluency</b>
<b>RF.4.4</b>	4. 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, rereading as necessary.
<b>Strand: WRITING (W)</b>	
<b>Text Types and Purposes</b>	
<b>W.4.1</b>	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	b. Provide reasons that are supported by facts and details.
	c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).
	d. Provide a concluding statement or section related to the opinion presented.
<b>W.4.2</b>	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	b. Develop the topic with facts, definitions, and details, quotations, or other information and examples related to the topic.
	c. Link ideas within categories of information using words or phrases (e.g., <i>another, for example, also, because</i> ).
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	e. Provide a concluding statement or section related to the information or explanation presented.
<b>W.4.3</b>	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	c. Use a variety of transitional words and phrases to manage the sequence of events.
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
	e. Provide a conclusion that follows from the narrated experiences or events.
<b>Production and Distribution of Writing</b>	
<b>W.4.4</b>	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

<b>W.4.5</b>	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 on page 29.)
<b>W.4.6</b>	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 keyboarding skills to type a minimum of one page in a single sitting.
<b>Research to Build and Present Knowledge</b>	
<b>W.4.7</b>	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>W.4.8</b>	8. Recall information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>W.4.9</b>	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text e.g., a character’s thoughts, words, or actions.”).
	b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<b>Range of Writing</b>	
<b>W.4.10</b>	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Strand: SPEAKING and LISTENING (SL)</b>	
<b>Comprehension and Collaboration</b>	
<b>SL.4.1</b>	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.
	a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	b. Follow agreed-upon rules for discussions and carry out assigned roles.
	c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>SL.4.2</b>	2. Paraphrase portions of a text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally.
<b>SL.4.3</b>	3. Identify the reasons and evidence a speaker provides to support particular points.
<b>SL.4.4</b>	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.

<b>SL.4.5</b>	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<b>SL.4.6</b>	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, (See grade 4 Language standards 1 on page 28 for specific expectations).
<b>Strand: LANGUAGE (L)</b>	
<b>Conventions of Standard English</b>	
<b>L.4.1</b>	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).
	b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.
	c. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.
	d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i> ).
	e. Form and use prepositional phrases.
	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).
<b>L.4.2</b>	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Use correct capitalization.
	b. Use commas and quotation marks to mark direct speech and quotations from a text.
	c. Use a comma before coordinating conjunction in a compound sentence.
	d. Spell grade-appropriate words correctly, consulting references as needed.
<b>Knowledge of Language</b>	
<b>L.4.3</b>	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Choose words and phrases to convey ideas precisely.
	b. Choose punctuation for effect.
	c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>Vocabulary Acquisition and Use</b>	
<b>L.4.4</b>	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from an array of strategies.

	a. Use sentence-level context as a clue to the meaning of a word or phrase.
	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i> ).
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>L.4.5</b>	5. Demonstrate understanding of word relationships and nuances in word meanings.
	a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.
	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>L.4.6</b>	6. 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 (e.g., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

## TCAP/WA Narrative Rubric – Grades 4-5 Tennessee Department of Education

Score:	Focus/Organization	Support/Elaboration	Language/Style	Conventions
<b>4</b>	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> <li>The writer clearly introduces a character or characters and effectively establishes one or multiple points of view.</li> <li>The writer engages and orients the reader by setting out a clear situation, context, or problem.</li> <li>The writer creates a well-organized sequence of events that unfolds naturally and logically and creates a smooth progression of experiences or events.</li> <li>The writer provides an effective conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>The writer uses sophisticated narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>The writer makes strong use of precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> </ul>	<ul style="list-style-type: none"> <li>The writer demonstrates a command of skills in language, vocabulary, and style to enhance meaning and maintains reader interest.</li> <li>The writer demonstrates syntactic variety by expanding, combining, and reducing sentences.</li> <li>The writer provides a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show relationships among experiences and events.</li> <li>The writer creates a particular tone that helps build toward a certain outcome (i.e., suspense, growth) in a coherent, fluent narrative.</li> </ul>	<ul style="list-style-type: none"> <li>The writer demonstrates complete control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation.</li> <li>The writer may make a few errors, but they do not interfere with meaning.</li> </ul>
<b>3</b>	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> <li>The writer introduces a character or characters and establishes one or multiple points of view.</li> <li>The writer sufficiently orients the reader by setting out a situation, context, or problem.</li> <li>The writer sufficiently creates a sequence of events that unfolds naturally and creates a progression of experiences or events.</li> <li>The writer provides a conclusion that follows from the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>The writer sufficiently uses narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>The writer uses some precise words and phrases, descriptive details, and sensory language to convey a picture of the experiences, events, setting, and/or characters.</li> </ul>	<ul style="list-style-type: none"> <li>The writer demonstrates sufficient skills in language, vocabulary, and style to convey meaning and maintains reader interest.</li> <li>The writer demonstrates sufficient syntactic variety.</li> <li>The writer uses some transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show relationships among experiences and events.</li> <li>The writer sufficiently creates a particular tone that helps build toward a certain outcome (i.e., suspense, growth) in a coherent narrative.</li> </ul>	<ul style="list-style-type: none"> <li>The writer demonstrates sufficient control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation.</li> <li>The writer may make occasional errors, but they do not interfere materially with meaning.</li> </ul>
<b>2</b>	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> <li>The writer may simply name the character or characters, but it/they may not be clear to the reader; point of view may be unclear or confusing.</li> <li>The writer provides weak or minimal orientation for the reader in terms of situation, context, or problem.</li> <li>The writer creates a sequence of events that may be brief or confusing; the writing may have gaps or be hard to follow.</li> <li>The writer provides a weak conclusion; conclusion may only loosely relate to the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>The writer insufficiently uses narrative techniques, including dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>The writer makes insufficient use of words and phrases, descriptive details, and sensory language, so that the picture of the experiences, events, and/or characters is unclear or undeveloped.</li> </ul>	<ul style="list-style-type: none"> <li>The writer demonstrates insufficient skills in language, vocabulary, and style to convey meaning and maintains reader interest.</li> <li>The writer demonstrates insufficient syntactic variety.</li> <li>The writer provides insufficient transition words, phrases, and clauses to convey a sequence of events.</li> <li>The writer shows little control over tone that helps build toward an outcome; narrative may not be adequately coherent.</li> </ul>	<ul style="list-style-type: none"> <li>The writer demonstrates insufficient control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation.</li> <li>The writer makes errors that detract materially from meaning.</li> </ul>
<b>1</b>	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> <li>The writer provides little to no introduction of a character or characters; point of view may be unclear or missing.</li> <li>The writer provides little to no orientation to the reader in terms of situation, context, or problem.</li> <li>The writer creates a sequence of events that is very brief and/or confusing; sequence may be very hard to follow.</li> <li>The writer provides little to no conclusion; writing may stop abruptly or be disconnected from narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>The writer uses few to no narrative techniques, including dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>The writer uses few to no words and phrases, descriptive details, and sensory language, so there is little to no picture created of the experiences, events, setting, and/or characters.</li> </ul>	<ul style="list-style-type: none"> <li>The writer demonstrates few to no skills in language, vocabulary, and style and conveys little to no meaning or maintenance of reader interest.</li> <li>The writer demonstrates little to no syntactic variety.</li> <li>The writer uses few to no transition words, phrases, and clauses, and conveys little to no sequence of events.</li> <li>The writer demonstrates little to no control of language, resulting in little to no tone building to an outcome; narrative may be incoherent.</li> </ul>	<ul style="list-style-type: none"> <li>The writer demonstrates little to no control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation.</li> <li>The writer makes persistent errors that seriously impede the meaning.</li> </ul>

**TCAP/WA Informational/Explanatory Rubric – Grades 4-5 Tennessee Department of Education (Revised: April 2013)**

Score	Development	Focus & Organization	Language	Conventions
<b>4</b>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes well-chosen, relevant, and sufficient evidence<sup>1</sup> from the stimuli to insightfully develop the topic.</li> <li>thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains an effective and relevant introduction.</li> <li>utilizes effective organizational strategies to group related information logically and to aid in comprehension.</li> <li>effectively establishes relationships among ideas and concepts.</li> <li>contains an effective and relevant concluding statement or section.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task.</li> <li>illustrates sophisticated command of syntactic variety for meaning, reader interest, and style.</li> <li>utilizes sophisticated and varied transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>2</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
<b>3</b>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence<sup>1</sup> from the stimuli to adequately develop the topic.</li> <li>adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains a relevant introduction.</li> <li>utilizes adequate organizational strategies to group related information logically and to aid in comprehension.</li> <li>adequately establishes most relationships among ideas and concepts.</li> <li>contains a relevant concluding statement or section.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task.</li> <li>illustrates consistent command of syntactic variety for meaning, reader interest, and style.</li> <li>utilizes appropriate and varied transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains some minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
<b>2</b>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence<sup>1</sup> from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive.</li> <li>explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains a limited introduction.</li> <li>demonstrates an attempt to group related information, but ideas may be hard to follow at times.</li> <li>establishes some relationships between ideas and concepts, but there are lapses in focus.</li> <li>contains a limited concluding statement or section.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language and domain-specific vocabulary.</li> <li>illustrates inconsistent command of syntactic variety.</li> <li>utilizes basic or repetitive transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains many errors that may significantly interfere with meaning.</li> </ul>
<b>1</b>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes mostly irrelevant or no evidence<sup>1</sup> from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive.</li> <li>inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains no or an irrelevant introduction.</li> <li>demonstrates an unclear organizational structure; ideas are hard to follow most of the time.</li> <li>fails to establish relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus.</li> <li>contains no or an irrelevant concluding statement or section.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates little to no use of precise language and domain-specific vocabulary.</li> <li>illustrates little to no syntactic variety.</li> <li>utilizes no or few transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

<sup>1</sup> Evidence includes facts, definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

<sup>2</sup> Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

TCAP/WA Opinion Rubric – Grades 4-5 Tennessee Department of Education

(Revised: April 2013)

Score	Development	Focus & Organization	Language	Conventions
<b>4</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes well-chosen, relevant, and sufficient evidence<sup>1</sup> from the stimuli to insightfully support the writer’s opinion.</li> <li>thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to the writer’s opinion and demonstrating a clear understanding of the topic and the stimuli.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains an effective and relevant introduction.</li> <li>states and maintains a clear and sophisticated opinion or point of view.</li> <li>utilizes effective organizational strategies to logically order reasons and information.</li> <li>effectively establishes relationships among opinions, reasons, and evidence.</li> <li>contains an effective and relevant concluding statement or section.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task.</li> <li>illustrates sophisticated command of syntactic variety for meaning, reader interest, and style.</li> <li>utilizes sophisticated and varied transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>2</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
<b>3</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence<sup>1</sup> from the stimuli to adequately support the writer’s opinion.</li> <li>adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to the writer’s opinion and demonstrating a sufficient understanding of the topic and the stimuli.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a relevant introduction.</li> <li>states and maintains a clear opinion or point of view.</li> <li>utilizes adequate organizational strategies to logically order reasons and information.</li> <li>adequately establishes most relationships among opinions, reasons, and evidence.</li> <li>contains a relevant concluding statement or section.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task.</li> <li>illustrates consistent command of syntactic variety for meaning, reader interest, and style.</li> <li>utilizes appropriate and varied transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains some minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
<b>2</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence<sup>1</sup> from the stimuli to partially support the writer’s opinion. Some evidence may be inaccurate or repetitive.</li> <li>explains some of the evidence provided, connecting some of the evidence to the writer’s opinion and demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a limited introduction.</li> <li>states a weak opinion or point of view.</li> <li>demonstrates an attempt to use organizational strategies to order some reasons and information, but ideas may be hard to follow at times.</li> <li>establishes some relationships among opinions, reasons, and evidence, but there are lapses in focus.</li> <li>contains a limited concluding statement or section.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language and domain-specific vocabulary.</li> <li>illustrates inconsistent command of syntactic variety.</li> <li>utilizes basic or repetitive transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains many errors that may significantly interfere with meaning.</li> </ul>
<b>1</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly irrelevant or no evidence<sup>1</sup> from the stimuli, or mostly/only personal knowledge to inadequately support the writer’s opinion. Evidence is inaccurate or repetitive.</li> <li>inadequately or inaccurately explains the evidence provided; evidence and the writer’s opinion appear disconnected, demonstrating little understanding of the topic and the stimuli.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains no or an irrelevant introduction.</li> <li>states an unclear opinion or point of view.</li> <li>demonstrates an unclear organizational structure; ideas are hard to follow most of the time.</li> <li>fails to establish relationships among opinions, reasons, and evidence; concepts are unclear and/or there is a lack of focus.</li> <li>contains no or an irrelevant concluding statement or section.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates little to no use of precise language and domain-specific vocabulary.</li> <li>illustrates little to no syntactic variety.</li> <li>utilizes no or few transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

<sup>1</sup> Evidence includes facts, concrete details, or other information as appropriate to the task and the stimuli. <sup>2</sup> Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

# Overview of Grades 3–5 ELA Testing Structure

As in the past, each year the state assessment includes both operational and field test items.

The testing structure outlined below reflects both the number of operational assessment items and the number of field test assessment items.

For scheduling purposes, subparts can be combined.

Subpart 1	Subpart 2	Subpart 3	Subpart 4
<ul style="list-style-type: none"> <li>• 75 minutes</li> <li>• 1–3 Passages</li> <li>• 1 Writing Prompt*</li> </ul>	<ul style="list-style-type: none"> <li>• 35 minutes</li> <li>• 1–2 Passages</li> <li>• 6–14 Items per Passage</li> <li>• 1 Editing Task</li> </ul>	<ul style="list-style-type: none"> <li>• 35 minutes</li> <li>• 1–2 Passages</li> <li>• 6–14 Items per Passage</li> <li>• 1 Editing Task</li> </ul>	<ul style="list-style-type: none"> <li>• 50 minutes</li> <li>• 2–3 Passages</li> <li>• 6–14 Items per Passage</li> </ul>

For scheduling purposes, subparts can be combined.

*Note: Additional writing prompts will be field tested a minimum of every two years and will occur outside of the operational testing window.*

## Grade 4 English Language Arts Blueprint

The blueprint below reflect *only* operational assessment items.

Grade4: Subpart 1		
Writing	# of Items	Score Points
Prompt will align to one of W.4.1, W.4.2, W.4.3	1	
Focus and Organization**		4
Development**		4
Language and Style		4
Conventions (standards L.4.1, L.4.2, L.4.3)		4
Total		16

\*\*Focus & Organization and Development are not double weighted for grades 3–5 in writing.

Grade4: Subparts 2,3,and4		
	# of Items	Score Points
<b>Reading</b>		
• Reading Literature (standards RL.4.1-RL.4.3; RL.4.5-RL.4.7; RL.4.9)	23–40	29–49
• Reading Informational Text (standards RI.4.1-RI.4.3; RI.4.5-RI.4.9)		
• Vocabulary (standards RL.4.4; RI.4.4; L.4.4-L.4.5)		
<b>Writing</b>		
• Conventions (standards L.4.1, L.4.2, L.4.3)	4–6	4–6
Total	27–46	33–55

Grade 4: Summary			
	#ofItems	# of Score Points	% of Test
Subpart 1	1	16	26–32
Subparts 2, 3, and 4	27–46	33–55	66–77
Total	28–47	*50–71	100

## Guidance on Writing Types/Genres to Inform Instruction for Grades 3–5

This chart offers guidance for creating high-quality text-based writing activities aligned to the standards.

Writing Type	Passages Used	Description of Instructional Tasks
<b>Opinion</b>	<b>Literary:</b> Stories, dramas, or poems aligned to the grade-level reading standards	<ul style="list-style-type: none"> <li>• Students read two literary passages that are related in a meaningful way (e.g., theme, plot).</li> <li>• For <u>opinion</u>, the prompt asks students to state a point of view about the passages and support that point of view with reasons.</li> <li>• The reasons and evidence should be drawn from evidence within the passages.</li> </ul>
	<b>Informational:</b> History, science or literary nonfiction texts aligned to the grade-level reading standards One text may be an audio/visual presentation	<ul style="list-style-type: none"> <li>• Students read two informational passages that are related in a meaningful way (e.g., point of view, use of evidence).</li> <li>• For <u>opinion</u>, the prompt asks students to state a point of view about the passages and support that point of view with reasons and information.</li> <li>• The reasons, information, and/or evidence should be drawn from evidence within the passages.</li> </ul>
<b>Informational/ Explanatory</b>	<b>Literary:</b> Stories, dramas, or poems aligned to the grade-level reading standards	<ul style="list-style-type: none"> <li>• Students read two literary passages that are related in a meaningful way (e.g., theme, plot).</li> <li>• The prompt asks students to examine a topic in the passages and clearly organize and convey ideas about the passages. The task may ask for comparison or integration of a topic or ideas.</li> <li>• The ideas should be drawn from evidence within the passages.</li> </ul>
	<b>Informational:</b> History, science or literary nonfiction texts aligned to the grade-level reading standards One text may be an audio/visual presentation	<ul style="list-style-type: none"> <li>• Students read two informational passages that are related in a meaningful way (e.g., point of view, use of evidence).</li> <li>• The prompt asks students to examine a topic in the passages and clearly organize and convey information from the passages. The task may ask for comparison or integration of information and will often simulate a short research task.</li> <li>• The ideas and information should be drawn from evidence within the passages.</li> </ul>

<p><b>Narrative</b> (Fiction)</p>	<p><b>Literary:</b> Stories, dramas, or poems aligned to the grade-level reading standards</p>	<ul style="list-style-type: none"> <li>• Students read one literary passage.</li> <li>• The prompt asks students to develop an imagined experience or event using effective technique, descriptive details, and clear event sequences.</li> <li>• The student's narrative should be based on characters and events in the passage.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Students read two to three informational passages.</li> <li>• The prompt asks students to develop an imagined experience or event, based on the informational text using effective technique, descriptive details, and clear event sequences.</li> <li>• The student's fictional narrative should be based on the information gleaned from the passage.</li> </ul>
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## Descriptions of Writing Types/Genres

### Opinion/Argument:

- Opinion writing clearly articulates a position on a topic and supports the position with reasons and evidence from text.
- Opinion writing does not necessarily seek to change the reader's mind; however, opinions make the position and intent clear to the audience.
- In grades K–5, students develop a variety of methods to extend and elaborate their position by providing examples, offering reasons for their assertions, and explaining cause and effect, which are steps on the road to argument.
- Arguments are used to change the reader's point of view, to bring about some action on the part of the reader, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem.
- Arguments are reasoned, logical ways of demonstrating that the writer's position, belief, or conclusion is valid.
- Students make claims and defend their interpretations or judgments with evidence from the text.

*Opinion writing is a precursor to argumentation. In grades K–5, the term "opinion" is used to refer to the developing form of argument. Note, the "argument" genre of writing aligns to standards in grades 6–11 whereas the "opinion" genre of writing aligns to standards in grades 3–5.*

### Informational/Explanatory:

- Informational/explanatory writing conveys information accurately.
- Informational/explanatory writing intends to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a subject.
- Students develop a focused idea or thesis throughout their writing.

*Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true, convince people to change their beliefs, or persuade people to change their behavior. Explanations, in contrast, start with the assumption of truthfulness. The aim is to make the reader understand and answer questions about why or how. In short, arguments are used for persuasion and explanations are used for clarification.*

### Narrative:

- Narrative writing conveys an experience, either real or imaginary, and uses time as its structure.
- Narrative writing intends to inform, instruct, persuade, or entertain.
- Narrative can take the form of creative fictional stories, memoirs, and anecdotes.
- Over time, students learn to provide visual details of scenes, objects, or people; to depict specific actions; to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate the pace to highlight the significance of events and create tension and suspense.

Narrative Writing Grade 4 Scale

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Essay Topic: \_\_\_\_\_

	Pts	Self	Peer	Adult
<b>Appropriate to Task</b>				
Strong connections to the text (2 or more)	1			
<b>Who? (Narrator and/or Characters)</b>				
Character(s) actions, thoughts and feelings shown, not just told (3 or more)	1			
Purposeful dialogue use develops events or shows responses (3 or more)	1			
<b>When? (Situation: Time)</b>				
Provides detailed time (sunny morning)	1			
<b>Where? (Situation: Location)</b>				
Provides detailed location (large, grey home or grassy lawn)	1			
<b>What Does the Character Do or Want to Do? (goal emerges)</b>				
Kick off is present, works well and is interesting, creative, unusual	1			
<b>What Happens? (Organized event sequence that unfolds naturally)</b>				
Organized event sequence unfolds naturally (more shown than told)	1			
Pacing is varied and develops experiences / events intentionally	1			
Character(s) response to situations is ongoing	1			
Use concrete words and phrases and sensory details to convey experiences and events precisely (every 5 instances gets a point)	5			
Varied transitional words and phrases manage sequence of events	1			
<b>How Does the Story End?</b>				
Conclusion follows from narrated experiences or events	1			
<b>How Does the Character Feel/React? What is Learned? (Wrap Up)</b>				
Character's final response makes reader feel (surprise, emotion, humor) or think (discover a lesson, connection or realization)	1			
Theme or central idea wraps up clearly	2			
<b>Conventions</b>				
CCSS grade level: grammar, punctuation for effect and spelling	1			
<b>Total</b>	<b>20</b>			

Done Well:

Goals:

## Informative Writing Grade 4 Scale

Essay Topic:		Pts	Adult	Peer	Self
<b>Topic Introduction</b>					
	Introduce topic clearly	1			
	Focused topic statement	3			
<b>Important Evidence and Detailed examination (related information grouped &amp; tied back to introduction)</b>					
ID	Paragraph develops related supporting information	1			
1	Facts, definitions, details, quotes or other information examined clearly	2			
ID	Paragraph develops related supporting information	1			
2	Facts, definitions, details, quotes or other information examined clearly	2			
ID	Paragraph develops related supporting information	1			
3	Facts, definitions, details, quotes or other information examined clearly	2			
5 paragraph essay not expected. If more than 3 IDs, choose 3 to score randomly.					
<b>Ending</b>					
	Concluding section relates to central information or examination	2			
<b>Language</b>					
	Use precise language and domain-specific vocabulary, Produce simple, compound and complex sentences, and use coordinating conjunctions	2			
<b>Links</b>					
	Link ideas within categories of information using words and phrases	1			
<b>Conventions</b>					
	CCSS grade level: grammar, punctuation for effect and spelling	1			
<b>Evidence of planning, revising and editing present</b>					
	Planner and improvements made are visible or attached	1			
<b>Total</b>					
Done Well:					
Goals for Next Writing Piece:					

## Opinion Writing Grade 4 Scale

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Essay Topic: \_\_\_\_\_

		Pts	Adult	Peer	Self
<b>Topic Introduction</b>					
	Introduce topic clearly	1			
	State opinion	3			
<b>Reasons and Evidence/elaboration (related to topic introduction)</b>					
RE 1	Reason supports opinion	1			
	Evidence includes supporting facts and/or details	2			
RE 2	Reason supports opinion	1			
	Evidence includes supporting facts and/or details	2			
RE 3*	Reason supports opinion	1			
	Evidence includes supporting facts and/or details	2			
*5 paragraph essay not expected/required. If student uses more than 3 REs, choose 3 to score randomly.					
<b>Ending</b>					
	Provide concluding statement or section related to opinion	2			
<b>Links</b>					
	Link opinion and reasons using words and phrases	1			
<b>Language</b>					
	Choose precise words and phrases. Produce simple, compound, and complex sentences	2			
<b>Conventions</b>					
	CCSS grade-level appropriate: grammar, punctuation, and spelling	1			
<b>Evidence of planning, revising, and editing present</b>					
	Planner and improvements made are visible or attached	1			
<b>Total</b>					
Done well:					
Goals for next writing piece:					