



LearnZillion Guidebooks Language Arts
Correlation Guide
Grade 4

SECTION I Alignment to Shifts	
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Evidence/Notes
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	Students read literary and informational texts in a backwards design model, so lessons and sections systematically lean on one another to build students' knowledge and skills. In Unit 1 , students read literary and informational texts to understand the class system of the Middle Ages through the fictional tale of two unlikely friends, Prince Brat and his whipping boy. Students express their understanding by synthesizing the knowledge they gained about the history of the Middle Ages to study how the actions and changes in characters affect the events in a text and the development of theme. In Unit 2 , students read literary and informational texts to learn about folktales in order to understand how they help to preserve the culture of societies that have disappeared. Students express their understanding by comparing an element in two different folktales and creating a dramatic presentation from a folktale. In Unit 3 , Students read texts about the American Revolution to understand the decisions and choices colonists had to make leading up to and during the Revolutionary War. Students express their understanding of the concept of "taking sides" and how, despite having different points of view about an issue or a situation, those engaged in conflict can still share common ground. In Unit 4 , Students read literary and informational texts to understand traditional stories that focus on common patterns in literature, specifically the quest. Students express their understanding of how literature helps us make sense of the world, and how literature from the past influences our current lives and contemporary stories. In Unit 5 , Students read literary and informational texts to learn about hurricanes and their impact on Louisiana. Students understand of how history involves the sharing of memories and the differences between firsthand and secondhand accounts. Students express their understanding of the impact of hurricanes on Louisiana by writing a first person narrative about an experience in a hurricane based on texts that they have read.
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	Each unit within the grade four level provides multiple opportunities for building student vocabulary of Tier 2 and Tier 3 words. For example, in Whipping Boy lesson 2 , students learn words that are domain-specific to the Middle Ages to build

	<p>understanding for the text <i>Knights and Castles</i>. In lesson 28 of American Revolution, to help build academic vocabulary students chart unfamiliar words identifying part of speech, word family, source sentence and their own definition</p>
<p>c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.</p>	<p>The unit assessments each have three parts, a Culminating Writing Task (CWT), an Extension Task (ET) and a Cold Reading Task (CRT). The CWT is a prompt which requires a written response to essential questions, topics and themes addressed throughout the entire unit and its texts. The ET is a collaborative task where students generate a written, as well as a multimedia, product to a research question, which is then presented to the whole class. The CRT requires students to read, understand and express understanding of a complex, grade-level text related to the unit topics through multiple choice items and an essay. Assessment Overviews: Unit 1, Unit 2, Unit 3, Unit 4, Unit 5.</p>
<p>Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.</p>	<p>Evidence/Notes</p>
<p>d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.</p>	<p>Each anchor text in the unit is appropriate for grade four. The Lexile range for the texts in this unit is 570L to 930L with one NP (non prose) rating. Texts range from slightly to moderately complex in structure and organization. Whipping Boy at 570L is very complex in language demands, Pushing Up the Sky (NP) is a collection of seven plays and moderately complex in prior knowledge demands., American Revolution’s If You Lived at the Time of the American Revolution is 860L and moderately complex due to academic vocabulary related to the American Revolution. Lightning Thief is 680L and moderately complex in background knowledge due to Greek mythology references. Hurricane’s anchor text is 930L, while slightly complex in its central ideas.</p>
<p>e. Texts for Interactive Read Aloud are 1-3 years above grade level.</p>	<p>Above grade level Interactive Read Aloud is especially evident in the unit Pushing Up the Sky’s two texts. “An Introduction to the Role of Storytelling in Native American Tribes” is 1400L and “Using Oral Traditions to Improve Verbal and Listening Skills: Part I” is 1600L.</p>
<p>f. Text plays a central role in the literacy block.</p>	<p>Each unit has an anchor text which grounds the learning. Related texts, both literary and informational, complement the anchor through parallel topics and themes. Each lesson of the approximately 40 days of instruction is centered around one of these texts, where students are reading, rereading, speaking and listening and writing about the text(s).</p>
<p>g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.</p>	<p>All units within the grade seven level include both literary and informational texts. Whipping Boy contains nine informational texts and two literary. Pushing Up the Sky contains five informational texts and eight literary. American Revolution contains six informational texts and three literary. Lightning Thief contains six literary texts. Hurricanes contains six informational texts and four literary.</p>

<p>Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.</p>	
<p>h. Text-dependent questions:</p> <ul style="list-style-type: none"> • Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. • High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. 	<p>A majority of questions in the materials are text dependent and text specific. Student ideas are expressed through both written and spoken responses. For example, in Whipping Boy, lesson 15, students take notes on a TDQ Notetaker (begun in lesson 3), referring to details in the text when explaining what the text says explicitly or when drawing inferences from the text.</p>
<p>h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.</p>	<p>Within each unit of study, students are required to write a variety of lengths of responses, all dependent on complex texts. These responses vary from split-page notes, filling in graphic organizers, writing in reading logs, and also range in length of responses from paragraphs to essay-length writing. Students complete some writing in timed circumstances, and some over the course of several lessons to give the opportunity to understand the writing process. For example, in the unit American Revolution lesson 4, students are asked to compare how two texts are similar and different, drawing evidence from both texts, including illustrations.</p>
<p>i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. Within each unit of study, teachers are given explicit directions to facilitate partner conversations, small group conversations, and whole class discussions. At least one whole-class discussion or fishbowl discussion specific to the text is held in each unit. Also within each unit of study, students are required to write a variety of lengths of responses, all dependent on complex texts. These responses vary from split-page notes, filling in graphic organizers, writing in reading logs, and also range in length of responses from paragraphs to essay-length writing. Students complete some writing in timed circumstances, and some over the course of several lessons to give the opportunity to understand the writing process.</p>
<p>Additional comments on the three instructional shifts within the materials:</p> <ul style="list-style-type: none"> • A Text Complexity and Vocabulary Analysis of each anchor text is provided for each unit under the “Unit at a Glance.” The document supplies qualitative measures as well as Tier 2 and Tier 3 vocabulary for the anchor text. • A Text Access document for each unit is provided, identifying access for all texts, types, genres and usage. 	

SECTION II Alignment to Tennessee English Language Arts Standards <i>Materials must meet at least <u>90%</u> of indicators in Section II.</i>		
READING STANDARDS		Evidence/Notes
<p>Standard 1</p> <p>Category Key Ideas and Details</p> <p>Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Literature: 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.</p>	<p>Whipping Boy: L1, L13, L18</p> <p>Pushing Up the Sky: L11, L13, L29</p> <p>American Revolution: L17, L20</p> <p>Lightning Thief: L4, L8, L28</p> <p>Hurricanes: L5, L9, L18</p>
	<p>Informational Text: 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.</p>	<p>Whipping Boy: L1, L18, L25</p> <p>Pushing Up the Sky: L1, L15</p> <p>American Revolution: L9, L16, L27</p> <p>Lightning Thief: L15</p> <p>Hurricanes: L1, L10, L15</p>
<p>Standard 2</p> <p>Category Key Ideas and Details</p> <p>Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Literature: 4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Whipping Boy: L24, L33, L36</p> <p>Pushing Up the Sky: L12, L13, L18</p> <p>American Revolution: L17, L24</p> <p>Lightning Thief: L2, L6, L12</p> <p>Hurricanes: L5, L18, L22</p>

	<p>Informational Text: 4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p>	<p>Whipping Boy: L1, L18, L25 Pushing Up the Sky: L2, L15 American Revolution: L9, L17, L29 Hurricanes: L10, L15</p>
<p>Standard 3</p> <p>Category Key Ideas and Details</p> <p>Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Literature: 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.</p>	<p>Whipping Boy: L13, L16, L21 Pushing Up the Sky: L11, L12 American Revolution: L17, L20 Lightning Thief: L2, L13, L25 Hurricanes: L5, L9, L21</p>
	<p>Informational Text: 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.</p>	<p>Whipping Boy: L1, L25 American Revolution: L4, L16, L20 Hurricanes: L10, L15, L16</p>
<p>Standard 4</p> <p>Category Craft and Structure</p> <p>Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Literature: 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.</p>	<p>Whipping Boy: L1, L14, L31 Pushing Up the Sky: L9, L26 American Revolution: L18, L23 Lightning Thief: L2, L10, L25 Hurricanes: L7</p>

	<p>Informational Text: 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.</p>	<p>Whipping Boy: L2, L29 Pushing Up the Sky: L1 American Revolution: L1, L8, L28 Hurricanes: L12, L14</p>
<p>Standard 5</p> <p>Category Craft and Structure</p> <p>Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Literature: 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.</p>	<p>Pushing Up the Sky: L5, L22, L37 Lightning Thief: L4, L5</p>
	<p>Informational Text: 4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p>	<p>American Revolution: L10, L16 Hurricanes: L16, L17</p>
<p>Standard 6</p> <p>Category Craft and Structure</p> <p>Cornerstone Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Literature: 4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</p>	<p>American Revolution: L23 Hurricanes: L19, L20</p>
	<p>Informational Text: 4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Whipping Boy: L25 American Revolution: L29 Hurricanes: L2</p>

<p>Standard 7</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Literature: 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.</p>	<p>Whipping Boy: L1, L22, L26 Pushing Up the Sky: L27, L35 Lightning Thief: L11, L27</p>
<p>Standard 8</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Literature: Not applicable</p> <p>Informational Text: 4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Whipping Boy: L8 American Revolution: L1, L3 Hurricanes: L3, L10, L16</p> <p>American Revolution: L10 Hurricanes: L8</p>
<p>Standard 9</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.</p>	<p>Literature: 4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.</p> <p>Informational Text: 4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Whipping Boy: L33, L34 Pushing Up the Sky: L9, L12, L22 Lightning Thief: L8, L12, L36 Hurricanes: L18</p> <p>Whipping Boy: L4, L18 American Revolution: L4, L14, L20 Lightning Thief: L15 Hurricanes: L26</p>

<p>Standard 10</p> <p>Category Range of Reading and Level of Text Complexity</p> <p>Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Literature: 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.</p>	<p>Whipping Boy: L1, L17, L27 Pushing Up the Sky: L5, L9, L35 American Revolution: L17, L23 Lightning Thief: L2, L6, L16 Hurricanes: L5, L10, L22</p>
	<p>Informational Text: 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.</p>	<p>Whipping Boy: L1, L18, L25 Pushing Up the Sky: L1, L15 American Revolution: L1, L4, L20 Lightning Thief: L15 Hurricanes: L1, L26</p>
WRITING STANDARDS		Evidence/Notes
<p>Standard 1</p> <p>Category Text Types and Protocols</p> <p>Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text. Develop an opinion with reasons that are supported by facts and details. Create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide a concluding statement or section related to the opinion presented. Link opinion and reasons using words and phrases. Apply language standards addressed in the Foundational Literacy standards. 	<p>Whipping Boy: L36, L37, L38 American Revolution: L11, L34 Lightning Thief: L6 Hurricanes: L34</p>

<p>Standard 2</p> <p>Category Text Types and Protocols</p> <p>Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> Introduce a topic. Group related information in paragraphs and sections. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Provide a conclusion related to the information or explanation presented. Link ideas within categories of information using words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Apply language standards addressed in the Foundational Literacy standards. 	<p>Whipping Boy: L1, L19</p> <p>Pushing Up the Sky: L3, L12, L29</p> <p>American Revolution: L21, L31</p> <p>Lightning Thief: L2, L22, L40</p> <p>Hurricanes: L3, L25, L37</p>
<p>Standard 3</p> <p>Category Text Types and Protocols</p> <p>Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<p>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.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation, using a narrator and/or introducing characters. Organize an event sequence that unfolds naturally and logically. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Provide a conclusion that follows from the narrated experiences or events. Use precise words and phrases and use sensory details to convey experiences and events. Apply language standards addressed in the Foundational Literacy standards. 	<p>Pushing Up the Sky: L21, L27, L37</p> <p>Lightning Thief: L8, L34</p> <p>Hurricanes: L11, L29</p>

<p>Standard 4</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>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.)</p>	<p>Whipping Boy: L4, L16, L37 Pushing Up the Sky: L4, L6, L21 American Revolution: L12, L38 Lightning Thief: L7, L22, L37 Hurricanes: L11, L28, L38</p>
<p>Standard 5</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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.)</p>	<p>Whipping Boy: L19, L20, L37 Pushing Up the Sky: L3, L21, L30 American Revolution: L12, L22, L39 Lightning Thief: L7, L23, L38 Hurricanes: L30, L31, L38</p>
<p>Standard 6</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>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.</p>	<p>Whipping Boy: L20, L38 American Revolution: L22 Lightning Thief: L23, L24, L40 Hurricanes: L31, L38, L40</p>
<p>Standard 7</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p>	<p>4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Whipping Boy: L6, L8 American Revolution: L13, L14, L34 Lightning Thief: L15, L18, L21 Hurricanes: L3, L26, L35</p>

<p>Standard 8 Category Research to Build and Present Knowledge</p> <p>Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p>	<p>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.</p>	<p>Whipping Boy: L6, L8, L24 Pushing Up the Sky: L28, L29, L30 American Revolution: L4, L14, L18 Lightning Thief: L2, L8, L15 Hurricanes: L15, L26, L37</p>
<p>Standard 9 Category Research to Build and Present Knowledge</p> <p>Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>4.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.</p>	<p>Whipping Boy: L6, L8, L18 Pushing Up the Sky: L31, L34 American Revolution: L11, L37 Lightning Thief: L14, L21, L28 Hurricanes: L16, L28, L37</p>
<p>Standard 10 Category Range of Writing</p> <p>Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>4.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p>	<p>Whipping Boy: L1, L19, L37 Pushing Up the Sky: L4, L6, L21 American Revolution: L11, L21, L40 Lightning Thief: L6, L8, L22 Hurricanes: L15, L25, L31</p>

FOUNDATIONAL LITERACY STANDARDS		Evidence/Notes
<p>Standard 1</p> <p>Category Print Concepts</p> <p>Cornerstone Demonstrate understanding of the organization and basic features of print.</p>	Not applicable	
<p>Standard 2</p> <p>Category Phonological Awareness</p> <p>Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	Not applicable	
<p>Standard 3</p> <p>Category Phonics and Word Recognition</p> <p>Cornerstone Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>	<p>4.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> 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. 	Hurricanes: L19
<p>Standard 4</p> <p>Category Word Composition</p> <p>Cornerstone Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p>	<p>4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> a. Spell grade-appropriate words correctly consulting references as needed. b. Write legibly in manuscript and cursive. 	Whipping Boy: L20 , L37 Pushing Up the Sky: L27 , L31 American Revolution: L22 Lightning Thief: L7 , L8 , L39 Hurricanes: L31 , L38

<p>Standard 5</p> <p>Category Fluency</p> <p>Cornerstone Read with sufficient accuracy and fluency to support comprehension.</p>	<p>4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 	<p>Pushing Up the Sky: L6, L17, L19</p> <p>American Revolution: L1, L18</p> <p>Lightning Thief: L1, L8, L27</p> <p>Hurricanes: L12, L19</p>
<p>Standard 6</p> <p>Category Sentence Composition</p> <p>Cornerstone 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.</p>	<p>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.</p> <ol style="list-style-type: none"> Use relative pronouns and relative adverbs. Form and use progressive verb tenses. Use auxiliary verbs such as <i>can</i>, <i>may</i>, and <i>must</i> to clarify meaning. Form and use prepositional phrases. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Write several cohesive paragraphs on a topic. 	<p>Whipping Boy: L20, L37</p> <p>Pushing Up the Sky: L31, L32</p> <p>American Revolution: L12, L39</p> <p>Lightning Thief: L7, L23, L38</p> <p>Hurricanes: L31, L38</p>
<p>Standard 7</p> <p>Category Vocabulary Acquisition</p> <p>Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>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.</p> <ol style="list-style-type: none"> Use context as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>Whipping Boy: L2, L14</p> <p>Pushing Up the Sky: L9, L10, L16</p> <p>American Revolution: L8, L18, L28</p> <p>Lightning Thief: L1, L8</p> <p>Hurricanes: L6, L7, L14</p>

	<p>4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Explain the meaning of simple similes and metaphors in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings <p>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.</p>	
SPEAKING AND LISTENING STANDARDS		Evidence/Notes
<p>Standard 1</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>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.</p>	<p>Whipping Boy: L1, L12, L22 Pushing Up the Sky: L8, L9, L22 American Revolution: L9, L15, L16 Lightning Thief: L2, L4, L9 Hurricanes: L3, L20, L23</p>
<p>Standard 2</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p>	<p>4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.</p>	<p>Whipping Boy: L1 American Revolution: L6, L8, L16 Lightning Thief: L3, L4, L24 Hurricanes: L10, L41</p>

<p>Standard 3</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>American Revolution: L24, L35, L36 Lightning Thief: L24 Hurricanes: L41</p>
<p>Standard 4</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>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.</p>	<p>Whipping Boy: L11 Pushing Up the Sky: L22, L28 American Revolution: L6, L15, L16 Lightning Thief: L4, L9, L24 Hurricanes: L3, L32, L41</p>
<p>Standard 5</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>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.</p>	<p>Whipping Boy: L9, L10, L11 Pushing Up the Sky: L40, L41 Lightning Thief: L24 Hurricanes: L3, L20, L40</p>
<p>Standard 6</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate</p>	<p>Whipping Boy: L11 Lightning Thief: L2, L4, L9 Hurricanes: L41</p>

Additional comments on alignment to ELA Standards:

SECTION III High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks	
Indicator	Evidence/Notes
a. Units are built around a concept or topic and include essential questions and enduring understandings.	In each unit, the first lesson states the essential questions and enduring understandings students will address. For example, in Whipping Boy , students read literary and informational texts to understand the class system of the Middle Ages through the fictional tale of two unlikely friends, Prince Brat and his whipping boy. Students express their understanding by synthesizing the knowledge they gained about the history of the Middle Ages to study how the actions and changes in characters affect the events in a text and the development of theme. In Pushing Up the Sky , students read literary and informational texts to learn about folktales in order to understand how they help to preserve the culture of societies that have disappeared. Students express their understanding by comparing an element in two different folktales and creating a dramatic presentation from a folktale.
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	Each lesson throughout all units addresses multiple Tennessee English Language Arts standards.
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g. gender, cultural, age, geographical) while appealing to students' interests.	Materials include texts of different formats. For example, students read texts of different lengths, from poems, to short stories to full-length novels in both literary and informational formats. For example, in Pushing Up the Sky , students read seven different plays, each about a Native American tribe. In the same unit, students also study the art of storytelling and read several folktales.
d. Most texts used for Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	All texts for Read Alouds are previously published and are of publishable quality.
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	All units have an anchor text, which is a full-length text and several supporting text excerpts of varying lengths. Texts are representative of a wide array of genres and types, including art, film and digital.
f. Students have varied opportunities to engage with text, such as interactive read-alouds, shared reading, small-group reading, and independent reading.	Daily lesson Teaching Notes provide a variety of and multiple opportunities for students engaging with text. For example, in the unit <i>Lightning Thief</i> , students engage in small group reading of "The Face in the Pool" and "The Weaving Contest" from <i>Favorite Greek Myths</i> , an interactive read aloud of "Heracles" and "The Wild and Vulgar Centaurs," shared reading of the anchor text <i>Lightning Thief</i> , and clips from the film Heracles .

<p>g. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e. close reading).</p>	<p>All units within the grade level provide for repeated readings of a text for varied purposes. For example, in the unit Hurricanes, students engage repeatedly with the text <i>Surviving Hurricanes: Children’s True Stories</i>. In lesson 1, students first read to identify emotions people experience during hurricanes by tagging with sticky notes, then identify what children experience during a hurricane, next they annotate the text to identify firsthand and secondhand accounts and finally understand the features of a firsthand account.</p>
<p>h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.</p>	<p>There are two main approaches the Guidebooks take to ensure students meet the ELA goal: close reading and volume of reading. Students read a wide variety of texts (e.g., different genres and formats, different levels, different lengths) on the same topic or idea to build knowledge and skills in reading. Students should also read a wide variety of texts they select based on their interests and be held individually accountable for understanding what they read. The ELA framework in the Reading Guide shows how these approaches are included over the course of a nine-week Guidebook unit.</p>
<p>i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.</p>	<p>When students meet in small groups for the unit American Revolution, students jigsaw the reading of an informational text, <i>And Then What Happened Paul Revere?</i> at 830L to add to their knowledge of the American Revolution. In the Hurricanes unit, students meet in groups to read <i>My Louisiana Sky</i> at 770L, using a flowchart to organize major events across a chapter.</p>
<p>j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.</p>	<p>The Guidebook units are divided into sections and sections are divided into lessons; the tasks in each (e.g., discussions, note taking, completing graphic organizers and smaller writing assignments) lesson and section build toward the end-of-unit assessments in which students express their understanding of complex texts. Students practice writing short responses about complex texts and unit ideas, typically during the “Let’s Express Understanding” portion of each lesson. These practice opportunities serve to check how students’ writing skills are building over the course of the unit.</p>
<p>k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.</p>	<p>All writing lessons within the units follow the same writing process which students are guided through: Building Understanding, Brainstorming, Drafting, Revising, Editing, Publishing.</p>
<p>l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing).</p>	<p>Students practice writing short responses about complex texts and unit ideas, typically during the “Let’s Express Understanding” portion of each lesson. These practice opportunities build student skills over the course of the unit. The guidebook lessons include directions to share the qualities of strong student work, including analyzing models of strong and weak oral and written responses. Students engage in some type of writing in every Guidebook lesson.</p>

<p>m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).</p>	<p>Grade four units include explanatory, narrative and opinion writing tasks. In the unit Whipping Boy, students write an explanatory piece to compare two informational texts on the same topic, they then create a narrative “To Do List” as a lord preparing a Medieval feast, and write an argument in response to the prompt “How is the very structured system of power in the Middle Ages seen in the relationship between Prince Brat and Jeremy?”</p>
<p>n. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. dialogue in narrative, description vs. compare/contrast in explanatory/informational, and reasons in opinion).</p>	<p>Lessons consistently use the language of the standards in all instructions for all modes of writing, For example, in the unit Hurricanes lesson 11, students are asked to write a narrative in third-person point of view, including details from a firsthand account about a person’s experience. In American Revolution, students are asked to write an explanatory piece integrating information from multiple nonfiction texts about the main reason the colonists rebelled against the British.</p>
<p>o. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students’ ability to listen to and respond in increasingly sophisticated ways with relevant evidence.</p>	<p>Many writing tasks start with a formal discussion (e.g., Socratic seminar) in which students develop and refine their ideas and supporting evidence orally in collaboration with others before creating a written product. These structures support students as they generate and organize their ideas for writing and research. All students who are engaged in the classroom work have the opportunity to express what they have learned along the way in the unit. Students’ speaking and listening abilities are assessed by Discussion Tracker.</p>
<p>p. Explicit vocabulary instruction includes morphology and Latin or Greek roots.</p>	<p>In the unit Whipping Boy, students learn the Latin roots of some of the vocabulary from the Middle Ages, charting as they read the text Knights and Castles, identifying clues to word meaning. In the unit Lightning Thief, students begin their study of Greek mythology using a semantic map to determine the meaning of unknown words in “The Face in the Pool.”</p>
<p>q. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.</p>	<p>Each lesson’s teacher-facing cards include suggestions for ELL and Struggling Learners throughout.</p>
<p>r. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.</p>	<p>Lessons provide multiple checks for understanding in the teacher-facing Student Look Fors, student self- and peer-assess and cold read tasks. Units include four section quizzes, strategically placed after one or two sections to assess student understanding through test items (multiple choice, multiple select), and constructed responses (short and extended).</p>

<p>s. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.</p>	<p>All summative assessments (CWT, ET, CRT) within the unit clearly delineate the standards addressed for each question, tasks, and assessment items.</p>
<p>Additional comments about high-quality instruction within the materials:</p> <ul style="list-style-type: none"> • A description of the classroom framework for implementing Guidebooks is provided on the LearnZillion platform, “How are the materials designed for the classroom?” • Also included in “How are the materials designed for the classroom?” is a Small Group Instruction section with Example Lesson Timing, Grammar Guide and Reading Guide. 	

Section IV: Foundational Skills	
Indicator	Evidence/Notes
<p>a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.</p>	<p>Each unit contains a Mentor Sentence Language Task within the Section Supports, with explicit directions on how to build students’ sentence composition. Students are exposed to fluent reading of grade-level complex text and practice fluent reading independently and in pairs. For example, explicit reading fluency is taught in Whipping Boy lesson 21 and American Revolution lesson 17.</p>
<p>b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.</p>	<p>Lessons engage students in a variety of foundational skill practice including word sorts, vocabulary word walls, vocabulary logs and charts that are implemented using a variety of methods (whole-class, small-group, pairs, and independent work).</p>
<p>c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.</p>	<p>Units have at least one lesson of direct instruction of reading fluency where students practice reading with accuracy, appropriate rate and expression. Each unit has Section Supports with a Fluency Task of a reading passage and questions as a check for understanding, which may be used as a formative assessment.</p>
<p>d. Materials provide systematic and explicit instruction in morphology (e.g. Greek and Latin roots).</p>	<p>All units in grade four provide instruction in morphology. Greek and Latin roots are explicitly taught in Lightning Thief lesson 1 to determine the meaning of unknown words. Units make routine use of vocabulary logs and charts which directly support instruction on word families.</p>
<p>e. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.</p>	<p>N/A</p>

<p>f. Effective reading fluency instruction includes the following:</p> <ul style="list-style-type: none"> ● Evidence-based teaching strategies and varied practice opportunities; ● Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and ● Use of different text types. 	<p>All grade four units contain fluency instruction. Direct instruction is provided in reading with accuracy, appropriate rate and expression across different types of text.</p>
<p>g. Materials support ongoing and frequent formative assessment to determine students’ mastery of foundational literacy skills while providing clear and specific instructions on how to best support students performing below the grade-level expectation.</p>	<p>Materials provide Fluency Tasks, Let’s Express Our Understanding! slides, and Section Quizzes which allow teachers to conduct in-process evaluations of student progress in foundational literacy skills. Fluency Tasks provide teachers with clear and specific instructions on how to continue to support students who do not read with sufficient accuracy and fluency to support comprehension. Some additional options for supporting students’ fluency practice include:</p> <ol style="list-style-type: none"> a. Have students use a highlighter to annotate where punctuation marks are in the text, so they have a visual “heads up” for an inflection. Discuss what type of pause or inflection is required of each punctuation mark (i.e., a comma is a half-pause, whereas a period is a full stop; voice goes up slightly at end of sentence with a question mark.) b. Ask students to highlight or underline the rhyming words in the same color to make connections between the lines of poetry and to support them in reading through the end of a line and reading with rhythm. c. Have students engage in paired or partner reading of the passage. d. After several practices, when students feel ready, they can record an audio of their oral reading. Use an application, such as Fluency Tutor for students to record and track their fluency progress over time. e. Extension: Direct students to listen to their recording, noting how they did with their fluency and identifying one area of strength and one area of improvement. The latter is where they will try to improve on their next fluency task.
<p>h. Assessments include standards-based diagnostic screening tools to identify students’ instructional needs for targeted re-teaching.</p>	<p>The Supports Flowchart provides teachers with a process to identify grade-level foundational skills standards, compare current student performance to the standards, identify gaps between current performance and standards, and establish a plan with set outcomes. For example, for RF.3 (Students apply grade level phonics and word analysis skills in decoding words.) if a student reads words inaccurately and/or does not blend the syllables of a word, this could indicate that he/she is reading words letter sound by letter sound or using incorrect vowel sounds or lacks knowledge of monosyllabic phonic elements. Possible</p>

	<p>supports would be: “Practice blending multisyllabic words: Break apart a multisyllabic word by syllables on index cards. Provide the cards to students. Say the word aloud. Ask students to repeat the word aloud. Prompt students to put the syllables in the order they are spoken aloud. Say the whole word aloud. Repeat this process with several multisyllabic words. Read a multisyllabic word aloud. Ask students to write each syllable on an index card. Prompt students to connect the index cards and read the word aloud. Then, prompt students to write and say the word. Use other activities to practice blending multisyllabic words.”</p>
<p>Additional comments about foundational skills within the materials:</p> <ul style="list-style-type: none">● Section Supports include Fluency Task.● Section Supports include Mentor Sentence Language Task.● Grammar Guide provides beginning and ending grade writing samples for grammar expectations.	

SECTION V.: Additional Components

Teacher Support	Evidence/Notes
a. Teacher-facing materials (e.g., teacher edition) provides background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	Additional Notes on the teacher-facing cards contain links to appropriate background and related information to support teacher delivery of lessons.
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	No
c. Standards and learning objectives in teacher edition are explicitly and readily identifiable.	The first card of each lesson explicitly states the standards and objectives addressed under the lesson title.
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	No
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	Teacher think-alouds and modeling of literacy skills are widely used throughout all lessons.
f. The teacher edition provides guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	Teacher-facing cards provide information to help identify any misconceptions students might have and suggestions for clarifying these are provided.
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	Additional Note on the teacher-facing cards contain extension suggestions for students who might already be at mastery level.
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	Extended learning opportunity (e.g., homework) only supports classroom instruction and provides additional practice of lesson work.
i. The teacher edition provides suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	Teacher-facing cards point out which tasks might be appropriate to be used as a formative assessment to quickly assess student understanding. Often, this can be a “stop and jot” or an exit ticket and review of these indicators can lead to lesson adjustment.
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	Protocols are loaded on the LearnZillion site and include text-based discussion format for Fishbowl and Socratic seminar.
B. Monitoring Student Progress	
k. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	All units provide rubrics for writing, as well as student exemplars. All handouts have a “completed” version for teacher support. A Discussion Tracker is provided for oral discussions so the teacher can assess students in Listening and Speaking standards.

<p>l. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.</p>	<p>Each unit includes four to six section quizzes which are standards-based.</p>
<p>m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.</p>	<p>Each lesson has accompanying handouts (e.g., graphic organizers, TDQs, trackers) for students and completed version for teachers to monitor student progress.</p>
<p>n. Materials include suggestions and tools to keep students and parents informed about students' progress.</p>	<p>Each unit provides a Family Resource document within the Unit Resources. This resource informs parents about the content within the unit and offers materials and suggestions to support students at home.</p>
<p>C. Organization</p>	
<p>o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.</p>	<p>Grade four contains five units of study, each unit has approximately 40 days of daily lessons (Whipping Boy 38 days, Pushing Up the Sky 41 days, American Revolution 40 days, Lightning Thief 40 days, Hurricanes 41 days).</p>
<p>p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.</p>	<p>The five units in grade four are sequenced in the order in which they are to be taught through the school year. Whipping Boy, the first unit, begins the instruction of grade level skills. Skills are taught and built upon in each successive unit. By the time students reach Hurricanes at the end of the year, they have acquired a great deal of knowledge and skill development.</p>
<p>q. Program components, lesson plans, and the relationships among the parts are clear.</p>	<p>Lessons within the unit follow a predictable sequence: Let's Review, Let's Prepare, Let's Read, Work With Words, Let's Discuss, Let's Write, Let's Express Our Understanding, Let's Close.</p>
<p>r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.</p>	<p>Each unit has a Scope and Sequence provided aligned with the Tennessee English Language Arts Standards for the academic instructional year.</p>
<p>s. Each lesson contains a list of required materials.</p>	<p>The Let's Prepare student-facing card lists all materials needed for the student and the teacher-facing card lists any other additional materials required.</p>
<p>t. Lessons, chapters, and units contain estimated instructional times.</p>	<p>Pacing is noted in minutes on each lesson card. Units have approximately 40 lessons.</p>
<p>u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).</p>	<p>All students have access to texts either in the Student Materials book, anchor text or digitally.</p>
<p>v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.</p>	<p>Student Materials book contains a table of contents to help student locate texts and materials necessary for the lessons. Each unit contains a Vocabulary Guide for the teacher about important ELA terms to be taught with suggestions for instruction. The Text Access document lists all text chapters and excerpts.</p>
<p>w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.</p>	<p>The section, "What's in the Curriculum?", found on the LearnZillion platform provides the research behind the instructional approaches within the program.</p>
<p>x. Materials include a list of Tennessee English Language Arts Standards in teacher's guide.</p>	<p>A list of Tennessee English Language Arts Standards is provided.</p>

Additional Comments about Section V: Additional Components

- Section Supports are included which provide a fluency task and vocabulary task for the sections. Appropriate suggestions and materials are provided for supporting varying student needs. The materials include “Let’s Set the Context” videos that help to build knowledge for learners. The materials also include Diverse Learners Supports that address scaffolds for language, structure, knowledge, and purpose. Appropriate suggestions are provided for supporting student needs such as pacing, alternate approaches and reteaching strategies.
- Also included for each unit is the Family Resource, which are family-ready supports aligned to the unit.
- LearnZillion Guidebooks can be assigned through Google Classroom.