

**Main Criteria:** Tennessee Academic Standards  
**Secondary Criteria:** Rising Star Studios  
**Subjects:** Health and PE, Language Arts, Social Studies  
**Grades:** 3, 4  
**Correlation Options:** Show Correlated

**Tennessee Academic Standards**

**Health and PE**

Grade: 3 - Adopted: 2016

STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	DP.	Disease Prevention
GUIDING QUESTION / LEARNING EXPECTATION		Blood Borne Pathogens
LEARNING EXPECTATION	3.DP.1.	Identify personal protective equipment and its main functions.  <u>Rising Star Studios</u> Ready
STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	DP.	Disease Prevention
GUIDING QUESTION / LEARNING EXPECTATION		Personal Hygiene
LEARNING EXPECTATION	3.DP.2.	Identify the consequences of not maintaining appropriate oral and Personal Hygiene.  <u>Rising Star Studios</u> Cleanliness Hygiene
STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	S.	Safety
GUIDING QUESTION / LEARNING EXPECTATION		Social Media
LEARNING EXPECTATION	3.S.1.	Identify how to report online Bullying, threatening situations, or inappropriate content.  <u>Rising Star Studios</u> Kindness Peacefulness Resourcefulness Trustworthiness Wisdom
STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND /	S.	Safety

GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION		Bullying
LEARNING EXPECTATION	3.S.2.	Explain the importance of telling a trusted adult about a Bullying situation.  <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	S.	Safety
GUIDING QUESTION / LEARNING EXPECTATION		Personal/Physical Safety (Child)
LEARNING EXPECTATION	3.S.8.	Identify the importance of having a home safety plan for various emergency situations.  <u>Rising Star Studios</u> Ready
STRAND / STANDARD / COURSE		Tennessee Physical Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	PSR.	PERSONAL & SOCIAL RESPONSIBILITY (PSR)
GUIDING QUESTION / LEARNING EXPECTATION		PERSONAL RESPONSIBILITY
LEARNING EXPECTATION	PSR.1.	Personal Responsibility
INDICATOR	PSR.1.3.	Works independently and stays on-task.  <u>Rising Star Studios</u> Independence
STRAND / STANDARD / COURSE		Tennessee Physical Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	PSR.	PERSONAL & SOCIAL RESPONSIBILITY (PSR)
GUIDING QUESTION / LEARNING EXPECTATION		PROCEDURES & RULES
LEARNING EXPECTATION	PSR.4.	Procedures & Rules
INDICATOR	PSR.4.3.	Encourages others to follow procedures and rules to provide a productive learning environment.  <u>Rising Star Studios</u> Commitment Consideration Discovering Talent Fairness Obedience

STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	DP.	Disease Prevention
GUIDING QUESTION / LEARNING EXPECTATION		Blood Borne Pathogens
LEARNING EXPECTATION	4.DP.1.	Explain the importance of using personal protective equipment while attending to others who are injured.  <u>Rising Star Studios</u> Ready
STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	DP.	Disease Prevention
GUIDING QUESTION / LEARNING EXPECTATION		Personal Hygiene
LEARNING EXPECTATION	4.DP.2.	Describe how Personal Hygiene can positively/ negatively affect social interactions with peers.  <u>Rising Star Studios</u> Cleanliness Hygiene
LEARNING EXPECTATION	4.DP.3.	Identify daily hygiene needs and where products can be located (e.g., store, nurses, clinics, etc.).  <u>Rising Star Studios</u> Cleanliness Hygiene
STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	S.	Safety
GUIDING QUESTION / LEARNING EXPECTATION		Bullying
LEARNING EXPECTATION	4.S.2.	Differentiate between situations to accurately determine the difference between a disagreement and Bullying.  <u>Rising Star Studios</u> Kindness Peacefulness
STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	S.	Safety
GUIDING QUESTION / LEARNING EXPECTATION		Personal/Physical Safety (Child)
LEARNING EXPECTATION	4.S.8.	Demonstrate different methods of safe routes from emergency situations in home, school, and the community.

		<u>Rising Star Studios</u> Obedience Ready
LEARNING EXPECTATION	4.S.9.	Identify resource persons in schools and the community and know how to seek help from them.  <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / STANDARD / COURSE		Tennessee Physical Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	PSR.	PERSONAL & SOCIAL RESPONSIBILITY (PSR)
GUIDING QUESTION / LEARNING EXPECTATION		PERSONAL RESPONSIBILITY
LEARNING EXPECTATION	PSR.1.	Personal Responsibility
INDICATOR	PSR.1.4.	Exhibits responsible behavior in group settings.  <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
STRAND / STANDARD / COURSE		Tennessee Physical Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	PSR.	PERSONAL & SOCIAL RESPONSIBILITY (PSR)
GUIDING QUESTION / LEARNING EXPECTATION		COOPERATION
LEARNING EXPECTATION	PSR.3.	Working with others
INDICATOR	PSR.3.4.	Interacts positively with others regardless of personal differences.  <u>Rising Star Studios</u> Cooperation Uniqueness
STRAND / STANDARD / COURSE		Tennessee Physical Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	PSR.	PERSONAL & SOCIAL RESPONSIBILITY (PSR)
GUIDING QUESTION / LEARNING EXPECTATION		PROCEDURES & RULES
LEARNING EXPECTATION	PSR.4.	Procedures & Rules
INDICATOR	PSR.4.4.	Adheres to specific rules to promote fair play in small-sided games.  <u>Rising Star Studios</u> Fairness Obedience

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION	3.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	a.	<p>Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p> <p><u>Rising Star Studios</u>  Bravery  Cleanliness  Confidence  Consideration  Courage  Courtesy  Dependable  Dignity  Discovering Talent  Forgiveness  Friendship  Generosity  Goodness  Gratefulness  Heroic  Initiative  Integrity  Kindness  Loyalty  Obedience  Patience  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness</p>
LEARNING EXPECTATION	b.	<p>Use conventional spelling for high frequency words, including irregular words.</p> <p><u>Rising Star Studios</u>  Bravery  Cleanliness  Confidence  Consideration  Courage  Courtesy  Dependable  Dignity  Discovering Talent  Forgiveness  Friendship  Generosity  Goodness  Gratefulness  Heroic  Initiative  Integrity  Kindness  Loyalty</p>

		<p>Obedience  Patience  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness</p>
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION	3.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	a.	<p>Read grade-level text with purpose and understanding.</p> <p><u>Rising Star Studios</u>  Confidence  Fairness  Helpfulness  Initiative  Perseverance</p>
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION	3.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.
LEARNING EXPECTATION	n.	<p>Write a cohesive paragraph with a main idea and detailed structure.</p> <p><u>Rising Star Studios</u>  Friendship  Trustworthiness</p>
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION	3.FL.VA.7	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.
LEARNING EXPECTATION	3.FL.VA.7 b.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	i.	<p>Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p><u>Rising Star Studios</u></p>

		Honesty
INDICATOR	ii.	<p>Identify real-life connections between words and their use.</p> <p><u>Rising Star Studios</u></p> <p>Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION /	3.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and

LEARNING EXPECTATION		consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	3.FL.VA.7 c.	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2



GUIDING QUESTION / LEARNING EXPECTATION	3.RL.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	3.RL.KID.2.	<p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><u>Rising Star Studios</u>  Helpfulness  Initiative  Perseverance</p>
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION	3.RL.KID.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	3.RL.KID.3.	<p>Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p><u>Rising Star Studios</u>  Helpfulness  Initiative  Perseverance</p>
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION	3.RL.CS.4.	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.
LEARNING EXPECTATION	3.RL.CS.4.	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).</p> <p><u>Rising Star Studios</u>  Honesty</p>
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION	3.RL.CS.5.	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.
LEARNING EXPECTATION	3.RL.CS.5.	<p>Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.</p> <p><u>Rising Star Studios</u>  Initiative  Perseverance</p>
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND /	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10

GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	3.RL.RRT C.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	3.RL.RRT C.10.	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION	3.RI.KID. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	3.RI.KID. 2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.  <u>Rising Star Studios</u> Confidence Fairness
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION	3.RI.IKI.7 .	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	3.RI.IKI.7 .	Use information gained from illustrations and the words in a text to demonstrate understanding of a text.  <u>Rising Star Studios</u> Confidence Consideration Fairness Patriotism
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION	3.RI.IKI.8 .	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.
LEARNING EXPECTATION	3.RI.IKI.8 .	Explain how reasons support specific points an author makes in a text.  <u>Rising Star Studios</u> Confidence Fairness
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND /	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10

GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	3.RI.RRT C.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	3.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Confidence Fairness
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	3.SL.CC.1	Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility

		Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND / STANDARD / COURSE</b>		<b>SPEAKING AND LISTENING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	SL.CC.2	Comprehension and Collaboration - Standard 2
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
<b>LEARNING EXPECTATION</b>	3.SL.CC.2	Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness

		Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND / STANDARD / COURSE</b>		<b>SPEAKING AND LISTENING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	SL.CC.3	Comprehension and Collaboration - Standard 3
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>LEARNING EXPECTATION</b>	3.SL.CC.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality

		Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / STANDARD / COURSE		<b>SPEAKING AND LISTENING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	3.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  <u>Rising Star Studios</u> Friendship Sharing
STRAND / STANDARD / COURSE		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
INDICATOR	b.	Develop an opinion with reasons that support the opinion.  <u>Rising Star Studios</u> Punctuality
STRAND / STANDARD / COURSE		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	3.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	b.	Group related information together, including illustrations when needed to provide clarity to the reader.

		<u>Rising Star Studios</u> Friendship Trustworthiness
INDICATOR	c.	Develop the topic with facts, definitions, and details.  <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	3.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.
INDICATOR	a.	Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Gratefulness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness

INDICATOR	b.	<p>Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.</p> <p><u>Rising Star Studios</u>            Bravery            Confidence            Courage            Discovering Talent            Forgiveness            Goodness            Gratefulness            Integrity            Loyalty            Resourcefulness            Respect            Restraint            Self-Reliance            Sharing</p>
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	3.W.PDW.4	<p>With guidance and support, 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><u>Rising Star Studios</u>            Bravery            Caring            Citizenship            Cleanliness            Confidence            Consideration            Cooperation            Courage            Courtesy            Dignity            Discovering Talent            Enthusiasm            Fairness            Forgiveness            Friendliness            Friendship            Generosity            Goodness            Goodwill            Gratefulness            Heroic            Hygiene            Independence            Initiative            Integrity            Kindness            Loyalty            Obedience            Patience            Peacefulness            Promptness            Punctuality            Ready            Resourcefulness            Respect            Responsibility            Restraint            Self-Acceptance            Self-Control            Self-Discipline            Self-Reliance</p>



		Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	3.W.RBP K.7	Conduct short research projects that build general knowledge about a topic.  <u>Rising Star Studios</u> Caring Determination
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	3.W.RBP K.8	Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.  <u>Rising Star Studios</u> Confidence
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	3.W.RBP K.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Cooperation Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness

		Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	W.RW.10	Range of Writing - Standard 10
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		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.
<b>LEARNING EXPECTATION</b>	3.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity

Kindness  
 Loyalty  
 Obedience  
 Patience  
 Peacefulness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

Tennessee Academic Standards

Language Arts

Grade: 4 - Adopted: 2016

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION	4.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	a.	<p>Spell grade-appropriate words correctly consulting references as needed.</p> <p><u>Rising Star Studios</u>        Bravery        Cleanliness        Confidence        Consideration        Courage        Courtesy        Dependable        Dignity        Discovering Talent        Forgiveness        Friendship        Generosity        Goodness        Gratefulness        Heroic        Initiative        Integrity        Kindness        Loyalty        Obedience        Patience        Promptness        Punctuality        Ready        Resourcefulness        Respect        Responsibility        Restraint        Self-Acceptance        Self-Control        Self-Discipline</p>

		Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION	4.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	a.	Read grade-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	f.	Use correct capitalization.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing

		Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
LEARNING EXPECTATION	i.	Write several cohesive paragraphs on a topic.  <u>Rising Star Studios</u> Friendship Trustworthiness
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION	4.FL.VA.7	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.
LEARNING EXPECTATION	4.FL.VA.7 c.	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.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control

		Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION	4.RL.KID .1.	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.
LEARNING EXPECTATION	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.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION	4.RL.KID .3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	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.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION	4.RL.CS. 4.	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.
LEARNING EXPECTATION	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.  <u>Rising Star Studios</u> Generosity Helpfulness Initiative Perseverance
STRAND / STANDARD /		READING STANDARDS - LITERATURE

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION	4.RL.CS.5.	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.
LEARNING EXPECTATION	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.  <u>Rising Star Studios</u> Initiative Perseverance
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION	4.RL.CS.6.	Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	4.RL.CS.6.	Compare and contrast the point of view from which different stories are narrated.  <u>Rising Star Studios</u> Helpfulness
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION	4.RL.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	4.RL.IKI.9.	Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.  <u>Rising Star Studios</u> Helpfulness
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION	4.RL.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	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.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND /	R.KID.1.	Key Ideas and Details - Standard 1

GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	4.RI.KID.1.	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.
LEARNING EXPECTATION	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.  <u>Rising Star Studios</u> Confidence Fairness
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION	4.RI.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	4.RI.KID.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.  <u>Rising Star Studios</u> Confidence Fairness
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION	4.RI.CS.4.	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.
LEARNING EXPECTATION	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.  <u>Rising Star Studios</u> Honesty
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION	4.RI.IKI.7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	4.RI.IKI.7.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation



		<p>Courage          Courtesy          Decency          Determination          Dignity          Discovering Talent          Enthusiasm          Fairness          Forgiveness          Friendliness          Friendship          Generosity          Goodness          Goodwill          Gratefulness          Helpfulness          Heroic          Hygiene          Imaginative          Independence          Initiative          Integrity          Joyfulness          Loyalty          Patience          Patriotism          Peacefulness          Perseverance          Resourcefulness          Respect          Restraint          Self-Acceptance          Self-Discipline          Self-Reliance          Selflessness          Sharing          Slow To Judge          Sportsmanship          Thankfulness          Tolerance          Trustworthiness          Uniqueness          Willpower          Wisdom</p>
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION	4.RI.IKI.8 .	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.
LEARNING EXPECTATION	4.RI.IKI.8 .	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><u>Rising Star Studios</u>          Confidence          Fairness</p>
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION	4.RI.RRT C.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	4.RI.RRT C.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. <u>Rising Star Studios</u> Confidence Fairness
<b>STRAND / STANDARD / COURSE</b>		<b>SPEAKING AND LISTENING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	SL.CC.1	Comprehension and Collaboration - Standard 1
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		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.
<b>LEARNING EXPECTATION</b>	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.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge

		Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	4.SL.CC.2	Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness

		Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND / STANDARD / COURSE</b>		<b>SPEAKING AND LISTENING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	SL.CC.3	Comprehension and Collaboration - Standard 3
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>LEARNING EXPECTATION</b>	4.SL.CC.3	Identify the reasons and evidence a speaker provides to support particular points.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline

		Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND / STANDARD / COURSE</b>		<b>SPEAKING AND LISTENING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		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.
<b>LEARNING EXPECTATION</b>	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.  <u>Rising Star Studios</u> Friendship Sharing Thankfulness
<b>STRAND / STANDARD / COURSE</b>		<b>SPEAKING AND LISTENING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>LEARNING EXPECTATION</b>	4.SL.PKI.6	Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene

		Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
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STRAND / STANDARD / COURSE		WRITING STANDARDS
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CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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LEARNING EXPECTATION	4.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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INDICATOR	b.	Develop an opinion with reasons that are supported by facts and details.  <u>Rising Star Studios</u> Punctuality
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STRAND / STANDARD / COURSE		WRITING STANDARDS
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CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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LEARNING EXPECTATION	4.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
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INDICATOR	b.	Group related information in paragraphs and sections.  <u>Rising Star Studios</u> Friendship Trustworthiness
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INDICATOR	c.	Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.
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		<u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Sportsmanship Trustworthiness
INDICATOR	d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	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.
INDICATOR	a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.  <u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
INDICATOR	c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.  <u>Rising Star Studios</u> Bravery Confidence

		<p>Courage  Discovering Talent  Forgiveness  Goodness  Gratefulness  Integrity  Loyalty  Resourcefulness  Respect  Restraint  Self-Reliance  Sharing</p>
INDICATOR	e.	<p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><u>Rising Star Studios</u>  Bravery  Confidence  Forgiveness  Goodness  Resourcefulness  Restraint  Sharing</p>
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	4.W.PDW.4	<p>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><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Confidence  Consideration  Cooperation  Courage  Courtesy  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Heroic  Hygiene  Independence  Initiative  Integrity  Kindness  Loyalty  Obedience  Patience  Peacefulness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance</p>



		Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
<b>LEARNING EXPECTATION</b>	4.W.RBP K.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.  <u>Rising Star Studios</u> Caring Determination
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
<b>LEARNING EXPECTATION</b>	4.W.RBP K.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.  <u>Rising Star Studios</u> Confidence
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>LEARNING EXPECTATION</b>	4.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Cooperation Courage Courtesy Determination

		Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Perseverance Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		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.
<b>LEARNING EXPECTATION</b>	<b>4.W.RW.10</b>	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness

Goodwill  
 Gratefulness  
 Heroic  
 Hygiene  
 Independence  
 Initiative  
 Integrity  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Peacefulness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

**Tennessee Academic Standards**

**Social Studies**

Grade: **3** - Adopted: **2017**

STRAND / STANDARD / COURSE		THIRD GRADE SOCIAL STUDIES, PART 1 - Geography and Economics
CONCEPTUAL STRAND / GUIDING QUESTION		Economics
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will learn about natural resources, goods, and services in relation to Tennessee's economy.
LEARNING EXPECTATION	3.17.	<p>Compare and contrast how goods and services are exchanged on local and regional levels. [E, G, T]</p> <p><u>Rising Star Studios</u> Confidence</p>
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.01	Gather information from a variety of primary and secondary sources, including:
GUIDING QUESTION / LEARNING EXPECTATION		<p>Media and technology sources</p> <p><u>Rising Star Studios</u> Confidence Determination Willpower</p>
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.02	Critically examine a primary or secondary source in order to:

QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION		Distinguish between fact and opinion  <u>Rising Star Studios</u> Slow To Judge
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.03	Organize data from a variety of sources in order to:
GUIDING QUESTION / LEARNING EXPECTATION		Frame appropriate questions for further investigation  <u>Rising Star Studios</u> Confidence Determination Willpower
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.04	Construct and communicate arguments supported by evidence to:
GUIDING QUESTION / LEARNING EXPECTATION		Demonstrate and defend an understanding of ideas  <u>Rising Star Studios</u> Bravery Confidence Determination Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness Obedience Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship Willpower
GUIDING QUESTION / LEARNING EXPECTATION		Compare and contrast viewpoints  <u>Rising Star Studios</u> Bravery Gratefulness Patriotism

**Tennessee Academic Standards**

**Social Studies**

Grade: 4 - Adopted: 2017

STRAND / STANDARD / COURSE		<b>FOURTH GRADE SOCIAL STUDIES - The History of the United States: Colonization to Reconstruction</b>
CONCEPTUAL STRAND / GUIDING QUESTION		The War for Independence (1700s-1780s)
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will explain the causes, course, and key figures of the American Revolution.
LEARNING	4.02.	Describe the contributions of Benjamin Franklin during this era, including the

EXPECTATION		development of the Albany Plan of Union and the “Join or Die” political cartoon. [C, H, P]  <u>Rising Star Studios</u> Imaginative
STRAND / STANDARD / COURSE		FOURTH GRADE SOCIAL STUDIES - The History of the United States: Colonization to Reconstruction
CONCEPTUAL STRAND / GUIDING QUESTION		The Civil War and Reconstruction (1861-1870s)
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will understand the causes and course of the Civil War and the successes and failures of Reconstruction.
LEARNING EXPECTATION	4.32.	Describe the roles of major leaders during the Civil War, including: Jefferson Davis; Ulysses S. Grant; Robert E. Lee; President Abraham Lincoln [C, G, H, P]  <u>Rising Star Studios</u> Truthfulness
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.01	Gather information from a variety of primary and secondary sources, including:
GUIDING QUESTION / LEARNING EXPECTATION		Media and technology sources  <u>Rising Star Studios</u> Confidence Determination Willpower
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.02	Critically examine a primary or secondary source in order to:
GUIDING QUESTION / LEARNING EXPECTATION		Distinguish between fact and opinion  <u>Rising Star Studios</u> Slow To Judge
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.03	Organize data from a variety of sources in order to:
GUIDING QUESTION / LEARNING EXPECTATION		Frame appropriate questions for further investigation  <u>Rising Star Studios</u> Confidence Determination Willpower
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.04	Construct and communicate arguments supported by evidence to:
GUIDING QUESTION / LEARNING EXPECTATION		Demonstrate and defend an understanding of ideas  <u>Rising Star Studios</u> Bravery Confidence

		<p> <b>Determination</b>  <b>Dignity</b>  <b>Discovering Talent</b>  <b>Friendship</b>  <b>Generosity</b>  <b>Honesty</b>  <b>Initiative</b>  <b>Kindness</b>  <b>Obedience</b>  <b>Patience</b>  <b>Patriotism</b>  <b>Respect</b>  <b>Restraint</b>  <b>Self-Acceptance</b>  <b>Self-Discipline</b>  <b>Self-Reliance</b>  <b>Sportsmanship</b>  <b>Willpower</b> </p>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<p> <b>Compare and contrast viewpoints</b>   <u><b>Rising Star Studios</b></u>  <b>Bravery</b>  <b>Gratefulness</b>  <b>Patriotism</b> </p>