

TCAP Grade 4 ACH Blueprint
Standards Assessed on Part I
(Essay section)

Overview of Extended Response Items

Extended response items for Grade 4 consist of 1-4 stimuli to inform the student’s response. Items with less stimuli tend to demand more content knowledge to answer the question. The student’s response is directed by 1-3 prompts with 0-3 guiding questions.

Potential Stimuli found in extended response items:

- 1 informational text
- 1 informational chart
- 2 primary source documents
- 1 informational chart and 1 map
- 1 informational text and 1 timeline
- 1 primary source and 1 informational text
- 1 timeline, 1 informational text, and 1 photograph
- 1 informational text, 1 map, 1 photograph, and 1 illustration

Standards that Extended Response items may be written to:

4.1	Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian: Coats-Hines Site, Pinson Mounds, Old Stone Fort, Chucalissa Indian Village
4.5	Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices.
4.14	Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: Lord Baltimore, Maryland; John Smith, Virginia; Roger Williams, Rhode Island; John Winthrop, Massachusetts; William Bradford, Plymouth; James Oglethorpe, Georgia; William Penn, Pennsylvania
4.16	Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies.
4.25	Write a short summary of the events of Tennessee's first settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter, and Dragging Canoe.
4.32	Draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of the American Revolution including the Marquis de Lafayette, Kosciuszko, and Baron von Steuben.
4.33	Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery.

4.35	Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren.
4.38	Explain the events that led to the creation and failure of the Lost State of Franklin.
4.42	Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution.
4.46	Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties.
4.47	Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Fremont.
4.48	Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate.
4.52	Write a short story with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee.
4.53	Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: Cumberland Gap, Natchez Trace, Jackson Purchase, transportation, housing, food, clothing, gender roles, education, entertainment