

Main Criteria: California Content Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

California Content Standards

Language Arts

Grade: 4 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Reading
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

A-
Literacy.C

CRA.R.4 Fix It! Grammar

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CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Reading
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Fix It! Grammar</u> Week 01 Week 02 Week 03 Week 04 Week 05 Week 06 Week 07 Week 08 Week 09 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15 Week 16 Week 17 Week 18 Week 19 Week 20 Week 21 Week 22 Week 23 Week 24 Week 25 Week 26 Week 27 Week 28 Week 29 Week 30
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CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Reading
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE	Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently. <u>Fix It! Grammar</u> Week 01 Week 02 Week 03 Week 04 Week 05 Week 06 Week 07 Week 08 Week 09 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15 Week 16 Week 17 Week 18 Week 19 Week 20 Week 21 Week 22 Week 23 Week 24 Week 25 Week 26 Week 27 Week 28 Week 29 Week 30
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A- Literacy. CCRA.SL. College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE	Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	CRA.SL.1	<u>Fix It! Grammar</u>
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CONTENT STANDARD / DOMAIN / PART CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE	Conventions of Standard English
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EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUBSTRAND

A-

Literacy.C **Fix It! Grammar**

CRA.L.1

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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.L.** **College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE	Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	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. <u>Fix It! Grammar</u> Week 01 Week 02 Week 03 Week 04 Week 05 Week 06 Week 07 Week 08 Week 09 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15 Week 16 Week 17 Week 18 Week 19 Week 20 Week 21 Week 22 Week 23 Week 24 Week 25 Week 26 Week 27 Week 28 Week 29 Week 30
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EXPECTATION / SUBSTRAND CCSS.ELA-Literacy.CRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Fix It! Grammar

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CONTENT STANDARD / DOMAIN / PART CA.CC.R L.4. Reading Standards for Literature

PERFORMANCE STANDARD / MODE	Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fix It! Grammar

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CONTENT STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .4.**

PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

FOUNDATION / RF.4.4.a. Read on-level text with purpose and understanding.

PROFICIENCY

LEVEL

Fix It! Grammar

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FOUNDATION / PROFICIENCY LEVEL RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fix It! Grammar

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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 4.

PERFORMANCE STANDARD / MODE

Production and Distribution of Writing

EXPECTATION / SUBSTRAND W.4.5. 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.)

Fix It! Grammar

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .4.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

FOUNDATION /
PROFICIENCY
LEVEL

SL.4.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Fix It! Grammar

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FOUNDATION / SL.4.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

PROFICIENCY

LEVEL

Fix It! Grammar

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FOUNDATION / PROFICIENCY LEVEL SL.4.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Fix It! Grammar

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FOUNDATION / PROFICIENCY LEVEL SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Fix It! Grammar

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .4.

PERFORMANCE STANDARD / MODE

Presentation of Knowledge and Ideas

EXPECTATION / SUBSTRAND SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Fix It! Grammar

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL L.4.1.a. Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CA

Fix It! Grammar

Week 20

FOUNDATION / PROFICIENCY LEVEL L.4.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Fix It! Grammar

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FOUNDATION / PROFICIENCY LEVEL L.4.1.e. Form and use prepositional phrases.

Fix It! Grammar

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FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <u>Fix It! Grammar</u> Week 01 Week 02 Week 03 Week 04 Week 05 Week 06 Week 07 Week 08 Week 09 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15 Week 16 Week 17 Week 18 Week 19 Week 20 Week 21 Week 22 Week 23 Week 24 Week 25 Week 26 Week 27 Week 28 Week 29 Week 30
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FOUNDATION / PROFICIENCY LEVEL	L.4.1.g.	Correctly use frequently confused words (e.g., to, too, two; there, their). <u>Fix It! Grammar</u> Week 06 Week 07 Week 08 Week 12 Week 13 Week 14 Week 16 Week 17 Week 19 Week 20 Week 21 Week 22 Week 23 Week 26 Week 28 Week 29 Week 30
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 4.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION /
PROFICIENCY
LEVEL

L.4.2.a.

Use correct capitalization.

Fix It! Grammar

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FOUNDATION /
PROFICIENCY
LEVEL

L.4.2.b.

Use commas and quotation marks to mark direct speech and quotations from a text.

Fix It! Grammar

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FOUNDATION /
PROFICIENCY
LEVEL

L.4.2.c.

Use a comma before a coordinating conjunction in a compound sentence.

Fix It! Grammar

Week 13

FOUNDATION / L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed.

PROFICIENCY
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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 4.

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / L.4.3.b. Choose punctuation for effect.
PROFICIENCY
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FOUNDATION / PROFICIENCY LEVEL L.4.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Fix It! Grammar

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 4.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	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.

FOUNDATION / L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PROFICIENCY
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FOUNDATION / PROFICIENCY LEVEL L.4.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA

Fix It! Grammar

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 4.

PERFORMANCE STANDARD / MODE

Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Fix It! Grammar

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