

Main Criteria: Washington DC Academic Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

Washington DC Academic Standards

Language Arts

Grade: 4 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.4. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL	Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL 4.RL.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.

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.4. Reading Standards: Foundational Skills RF.

STANDARD / ESSENTIAL SKILL	Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL 4.RF.4. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION 4.RF.4.a. Read on-level text with purpose and understanding.

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EXPECTATION 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CONTENT
STANDARD /
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**DC.CC.4. Writing Standards
W.**

STANDARD / ESSENTIAL SKILL	Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL 4.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.4. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.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.

EXPECTATION 4.SL.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.

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EXPECTATION 4.SL.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

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EXPECTATION 4.SL.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.

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EXPECTATION 4.SL.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.4. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL SKILL

Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL 4.SL.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.

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.4. Language Standards L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 4.L.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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EXPECTATION 4.L.1.e. Form and use prepositional phrases.

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EXPECTATION 4.L.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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EXPECTATION 4.L.1.g. Correctly use frequently confused words (e.g., to, too, two; there, their).

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.4. Language Standards L.

STANDARD / ESSENTIAL SKILL	Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION 4.L.2.a. Use correct capitalization.

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EXPECTATION 4.L.2.b. Use commas and quotation marks to mark direct speech and quotations from a text.

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EXPECTATION 4.L.2.c. Use a comma before a coordinating conjunction in a compound sentence.

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EXPECTATION 4.L.2.d. Spell grade-appropriate words correctly, consulting references as needed.

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.4. Language Standards L.

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 4.L.3.b. Choose punctuation for effect.

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EXPECTATION 4.L.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).

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.4. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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.

EXPECTATION 4.L.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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EXPECTATION 4.L.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.

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.4. Language Standards L.

STANDARD / ESSENTIAL SKILL	Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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).
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