

Main Criteria: Hawaii Content and Performance Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

Hawaii Content and Performance Standards

Language Arts

Grade: 4 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. Reading Standards for Literature**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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. <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

CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION / RF.4.4(a) Read on-level text with purpose and understanding.
TOPIC

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EXPECTATION / TOPIC RF.4.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN	Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		<p><u>Fix It! Grammar</u></p> <p>Week 01</p> <p>Week 02</p> <p>Week 03</p> <p>Week 04</p> <p>Week 05</p> <p>Week 06</p> <p>Week 07</p> <p>Week 08</p> <p>Week 09</p> <p>Week 10</p> <p>Week 11</p> <p>Week 12</p> <p>Week 13</p> <p>Week 14</p> <p>Week 15</p> <p>Week 16</p> <p>Week 17</p> <p>Week 18</p> <p>Week 19</p> <p>Week 20</p> <p>Week 21</p> <p>Week 22</p> <p>Week 23</p> <p>Week 24</p> <p>Week 25</p> <p>Week 26</p> <p>Week 27</p> <p>Week 28</p> <p>Week 29</p> <p>Week 30</p>

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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

Fix It! Grammar

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EXPECTATION / SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION / SL.4.1(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that
TOPIC contribute to the discussion and link to the remarks of others.

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EXPECTATION / TOPIC SL.4.1(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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.

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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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EXPECTATION / L.4.1(e) Form and use prepositional phrases.
TOPIC

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EXPECTATION / L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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EXPECTATION / L.4.1(g) Correctly use frequently confused words (e.g., to, too, two; there, their).
TOPIC

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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / L.4.2(a) Use correct capitalization.
TOPIC

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EXPECTATION / L.4.2(b) Use commas and quotation marks to mark direct speech and quotations from a text.
TOPIC

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EXPECTATION / L.4.2(c) Use a comma before a coordinating conjunction in a compound sentence.
TOPIC

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EXPECTATION / TOPIC L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / L.4.3(b) Choose punctuation for effect.
TOPIC

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EXPECTATION / TOPIC 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).

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CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / 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.
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EXPECTATION / L.4.4(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the TOPIC pronunciation and determine or clarify the precise meaning of key words and phrases.

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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
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