

**Main Criteria:** Iowa Student Standards  
**Secondary Criteria:** Fix It! Grammar  
**Subject:** Language Arts  
**Grade:** 4  
**Correlation Options:** Show Correlated

**Iowa Student Standards**  
**Language Arts**  
 Grade: 4 - Adopted: 2016

**STRAND / COURSE**      **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. (RL.4.10) (DOK 1,2)
	<p style="text-align: center;"><b><u>Fix It! Grammar</u></b></p> 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

**STRAND / COURSE**      **IA.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL	Fluency
DETAILED DESCRIPTOR	RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

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GRADE LEVEL      RF.4.4.a.    Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)  
EXPECTATION

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GRADE LEVEL EXPECTATION RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)

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**STRAND / COURSE**

**IA.W.4. Writing Standards**

**ESSENTIAL CONCEPT AND/OR SKILL**

**Production and Distribution of Writing**

DETAILED DESCRIPTOR      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) (W.4.5) (DOK 1,2,3,4)

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**STRAND / COURSE      IA.SL.4.      Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>

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GRADE 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. (SL.4.1) (DOK 1,2,3)  
EXPECTATION

**Fix It! Grammar**

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GRADE LEVEL SL.4.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)  
EXPECTATION

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GRADE LEVEL SL.4.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that  
EXPECTATION contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)

**Fix It! Grammar**

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GRADE LEVEL EXPECTATION SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

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**STRAND / COURSE**

**IA.SL.4. Speaking and Listening Standards**

**ESSENTIAL CONCEPT AND/OR SKILL**

**Presentation of Knowledge and Ideas**



DETAILED DESCRIPTOR 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, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)

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**STRAND / COURSE IA.L.4. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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GRADE LEVEL EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)
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**Fix It! Grammar**

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GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases. (L.4.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.4.1.g.	Correctly use frequently confused words (e.g., to, too, two; there, their). (L.4.1) (DOK 1,2)
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**STRAND / COURSE**      **IA.L.4.      Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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GRADE LEVEL L.4.2.a. Use correct capitalization. (L.4.2) (DOK 1)  
EXPECTATION

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GRADE LEVEL L.4.2.b. Use commas and quotation marks to mark direct speech and quotations from a text. (L.4.2) (DOK 1)  
EXPECTATION

**Fix It! Grammar**

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GRADE LEVEL L.4.2.c. Use a comma before a coordinating conjunction in a compound sentence. (L.4.2) (DOK 1)  
EXPECTATION

**Fix It! Grammar**

Week 13

GRADE LEVEL EXPECTATION L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

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**STRAND / COURSE**

**IA.L.4. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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GRADE LEVEL L.4.3.b. Choose punctuation for effect. (L.4.3) (DOK 2)  
EXPECTATION

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GRADE LEVEL EXPECTATION 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). (L.4.3) (DOK 2)

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**STRAND / COURSE**

**IA.L.4. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.4.4.	<b>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.</b>

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GRADE LEVEL 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. (L.4.4) (DOK 1,2,3)
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GRADE 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. (L.4.4) (DOK 1,2,3)

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**STRAND / COURSE**      **IA.L.4. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Vocabulary Acquisition and Use</b>
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DETAILED  
DESCRIPTOR

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). (L.4.6) (DOK 1,2)

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