

**Main Criteria:** Illinois Learning Standards

**Secondary Criteria:** Fix It! Grammar

**Subject:** Language Arts

**Grade:** 4

**Correlation Options:** Show Correlated

**Illinois Learning Standards**

**Language Arts**

Grade: 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE	Craft and Structure
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DESCRIPTOR / CONTENT DISCIPLINE      CCRA.R. 4      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.

**Fix It! Grammar**

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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE	Integration of Knowledge and Ideas
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DESCRIPTOR / CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as  
CONTENT 7 well as in words.  
DISCIPLINE

**Fix It! Grammar**

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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Range of Reading and Level of Text Complexity**

DESCRIPTOR / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.  
CONTENT 10  
DISCIPLINE

**Fix It! Grammar**

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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Comprehension and Collaboration**

DESCRIPTOR / CCRA.S Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,  
CONTENT L.1 building on others' ideas and expressing their own clearly and persuasively.  
DISCIPLINE

**Fix It! Grammar**

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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Conventions of Standard English**

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DESCRIPTOR / CCRA.L. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
CONTENT 1  
DISCIPLINE

**Fix It! Grammar**

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DESCRIPTOR / CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when  
CONTENT 2 writing.  
DISCIPLINE

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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Knowledge of Language**

DESCRIPTOR / CCRA.L. Apply knowledge of language to understand how language functions in different contexts, to make effective  
CONTENT 3 choices for meaning or style, and to comprehend more fully when reading or listening.  
DISCIPLINE

**Fix It! Grammar**

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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Vocabulary Acquisition and Use**

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DESCRIPTOR / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,  
CONTENT 4 analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  
DISCIPLINE

**Fix It! Grammar**

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DESCRIPTOR / CCRA.L. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for  
CONTENT 6 reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence  
DISCIPLINE in gathering vocabulary knowledge when encountering an unknown term important to comprehension or  
expression.

**Fix It! Grammar**

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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Literature**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Range of Reading and Level of Text Complexity**

DESCRIPTOR / CONTENT DISCIPLINE    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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**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.4.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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

**Fix It! Grammar**

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

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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Production and Distribution of Writing</b>
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DESCRIPTOR / W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, CONTENT revising, and editing. DISCIPLINE

**Fix It! Grammar**

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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</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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STANDARD 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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STANDARD

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

**Fix It! Grammar**

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STANDARD 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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STANDARD 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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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Presentation of Knowledge and Ideas**

DESCRIPTOR / CONTENT DISCIPLINE 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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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.4.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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STANDARD	L.4.1.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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**Fix It! Grammar**

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STANDARD	L.4.1.e	Form and use prepositional phrases.
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**Fix It! Grammar**

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STANDARD L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**Fix It! Grammar**

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STANDARD L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).

**Fix It! Grammar**

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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</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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STANDARD      L.4.2.a      Use correct capitalization.

**Fix It! Grammar**

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STANDARD      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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STANDARD      L.4.2.c      Use a comma before a coordinating conjunction in a compound sentence.

**Fix It! Grammar**

Week 13

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

**Fix It! Grammar**

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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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STANDARD

L.4.3.b

Choose punctuation for effect.

**Fix It! Grammar**

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STANDARD 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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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</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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STANDARD      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.

**Fix It! Grammar**

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STANDARD 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.

**Fix It! Grammar**

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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Vocabulary Acquisition and Use**

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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 CONTENT that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal DISCIPLINE preservation).

**Fix It! Grammar**

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