

Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Language Arts

Grade: 4 - Adopted: 2017

**FOCUS /
COURSE**

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts. <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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W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <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
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL SL.PK-12.1. 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.

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FOCUS / COURSE

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND

Conventions of Standard English

STANDARD / L.PK- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONCEPT / 12.1.

SKILL

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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS /
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L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND

Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.PK- 12.4.	<p>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.</p> <p><u>Fix It! Grammar</u></p> <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</p>
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FOCUS / COURSE **RL.4.** **Grade 4 Reading Standards for Literature [RL]**

STRAND	Range of Reading and Level of Text Complexity
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STANDARD /
CONCEPT /
SKILL

RL.4.10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.

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RF.4. Grade 4 Reading Standards for Foundational Skills [RF]

STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR

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

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

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FOCUS / COURSE **W.4. Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).

Fix It! Grammar

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SL.4. Grade 4 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.

INDICATOR 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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

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INDICATOR

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

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INDICATOR 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.

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INDICATOR 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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SL.4. Grade 4 Speaking and Listening Standards [SL]

STRAND

Presentation of Knowledge and Ideas

STANDARD / CONCEPT / SKILL SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting research findings) 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.)

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FOCUS / COURSE

L.4. Grade 4 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.4.1.a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.

Fix It! Grammar

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EXPECTATION L.4.1.b. Correctly use frequently confused words (e.g., their/there).

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EXPECTATION L.4.1.d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.

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EXPECTATION L.4.1.e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

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FOCUS / COURSE L.4. **Grade 4 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.4.2.a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.

Fix It! Grammar

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INDICATOR L.4.2.b. Use correct capitalization.

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INDICATOR L.4.2.c. Use commas and quotation marks to mark direct speech and quotations from a text.

Fix It! Grammar

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INDICATOR L.4.2.d. Use a comma before a coordinating conjunction in a compound sentence.

Fix It! Grammar

Week 13

INDICATOR L.4.2.e. Spell grade-appropriate words correctly, consulting references as needed.

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FOCUS / COURSE L.4. **Grade 4 Language Standards [L]**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR L.4.3.b. Choose punctuation for effect.

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L.4. Grade 4 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.

INDICATOR 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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INDICATOR 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.

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L.4. Grade 4 Language Standards [L]

STRAND

Vocabulary Acquisition and Use

STANDARD /
CONCEPT /
SKILL

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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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