

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Language Arts

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

STRAND /
TOPIC /
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
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INDICATOR /
PROFICIENCY
LEVEL

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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STRAND /
TOPIC /
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL CCRA.R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

**TOPIC /
INDICATOR**

Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently. <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 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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**STRAND /
TOPIC /
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College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR	Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL CCRA.S L.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.

Fix It! Grammar

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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

**TOPIC /
INDICATOR**

Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL CCRA.L. 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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INDICATOR / PROFICIENCY LEVEL CCRA.L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**TOPIC /
INDICATOR**

Knowledge of Language

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

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**STRAND /
TOPIC /
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College and Career Readiness Anchor Standards for Language

**TOPIC /
INDICATOR**

Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL CCRA.L. 4 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.

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

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STRAND / TOPIC / STANDARD **Reading Foundational Skills Standards**

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

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

Fix It! Grammar

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

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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

**TOPIC /
INDICATOR**

Range of Reading and Level of Text Complexity

INDICATOR /
PROFICIENCY
LEVEL

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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**STRAND /
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STANDARD**

Writing Standards

**TOPIC /
INDICATOR**

Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL 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.)

Fix It! Grammar

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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

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

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OBJECTIVE 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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OBJECTIVE 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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**STRAND /
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STANDARD**

Speaking and Listening Standards

**TOPIC /
INDICATOR**

Presentation of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL 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. (See Grade 4 Language standards 1 for specific expectations.)

Fix It! Grammar

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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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**STRAND /
TOPIC /
STANDARD** Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.4.2.a Use correct capitalization.

Fix It! Grammar

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

Fix It! Grammar

Week 13

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

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**STRAND /
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Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.4.3.b Choose punctuation for effect.

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OBJECTIVE 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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**STRAND /
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Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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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OBJECTIVE 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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**STRAND /
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Language Standards

**TOPIC /
INDICATOR**

Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	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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