

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Language Arts

Grade: 4 - Adopted: 2016

CONTENT AREA / STANDARD **NJLSA. Anchor Standards: Reading R.**

STRAND	Craft and Structure
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CONTENT STATEMENT NJLSA. R4. 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.

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CONTENT AREA / STANDARD **NJLSA. Anchor Standards: Reading R.**

STRAND	Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD	NJLSA. Anchor Standards: Speaking and Listening SL.
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STRAND	Comprehension and Collaboration
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CONTENT STATEMENT	NJLSA. SL1. 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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Fix It! Grammar

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CONTENT AREA / STANDARD	NJLSA.L Anchor Standards: Language
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STRAND	Conventions of Standard English
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CONTENT NJSLSA. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STATEMENT L1.

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CONTENT STATEMENT	NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD	NJLSA.L Anchor Standards: Language
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STRAND	Knowledge of Language
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CONTENT STATEMENT	NJSLSA.L3. 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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Fix It! Grammar

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CONTENT AREA / STANDARD	NJSLSA.L Anchor Standards: Language
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STRAND	Vocabulary Acquisition and Use
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CONTENT
STATEMENT

NJSLSA. 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.
L4.

Fix It! Grammar

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CONTENT STATEMENT	NJLSA. L6. 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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CONTENT AREA / STANDARD	NJ.RL.4. Progress Indicators for Reading Literature
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STRAND	Range of Reading and Complexity of Text
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CONTENT STATEMENT RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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CONTENT AREA / STANDARD **NJ.RF.4. Progress Indicators for Reading Foundation Skills**

STRAND	Fluency	
CONTENT STATEMENT	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE
PROGRESS
INDICATOR

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

Fix It! Grammar

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CUMULATIVE
PROGRESS
INDICATOR

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

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**CONTENT
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STANDARD**

NJ.W.4. Progress Indicators for Writing

STRAND

Production and Distribution of Writing

CONTENT STATEMENT W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Fix It! Grammar

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CONTENT AREA / STANDARD **NJ.SL.4. Progress Indicators for Speaking and Listening**

STRAND	Comprehension and Collaboration	
CONTENT STATEMENT	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.

CUMULATIVE
PROGRESS
INDICATOR

SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Fix It! Grammar

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CUMULATIVE
PROGRESS
INDICATOR

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

Fix It! Grammar

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CUMULATIVE
PROGRESS
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.

Fix It! Grammar

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CUMULATIVE
PROGRESS
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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**CONTENT
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STANDARD**

NJ.SL.4. Progress Indicators for Speaking and Listening

STRAND

Presentation of Knowledge and Ideas

CONTENT STATEMENT 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 AREA / STANDARD NJ.L.4. Progress Indicators for Language

STRAND	Conventions of Standard English	
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR	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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CUMULATIVE PROGRESS INDICATOR	L.4.1.E.	Form and use prepositional phrases.
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CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <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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CUMULATIVE PROGRESS INDICATOR	L.4.1.G.	Correctly use frequently confused words (e.g., to, too, two; there, their). <u>Fix It! Grammar</u> Week 06 Week 07 Week 08 Week 12 Week 13 Week 14 Week 16 Week 17 Week 19 Week 20 Week 21 Week 22 Week 23 Week 26 Week 28 Week 29 Week 30
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CONTENT AREA / STANDARD **NJ.L.4. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE
PROGRESS
INDICATOR

L.4.2.A. Use correct capitalization.

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CUMULATIVE
PROGRESS
INDICATOR

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

Fix It! Grammar

Week 12
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CUMULATIVE
PROGRESS
INDICATOR

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

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Week 13

CUMULATIVE
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INDICATOR

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

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**CONTENT
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NJ.L.4. Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE
PROGRESS
INDICATOR

L.4.3.B. Choose punctuation for effect.

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CUMULATIVE
PROGRESS
INDICATOR

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
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STANDARD**

NJ.L.4. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

CUMULATIVE
PROGRESS
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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CUMULATIVE
PROGRESS
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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**CONTENT
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NJ.L.4. Progress Indicators for Language

STRAND

Vocabulary Acquisition and Use

CONTENT
STATEMENT

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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