

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

Nevada Academic Content Standards

Language Arts

Grade: 4 - Adopted: 2010

**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR	Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	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. <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

**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR	Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* <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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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR	Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	<p>CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Fix It! Grammar</u></p> <p>Week 01</p> <p>Week 02</p> <p>Week 03</p> <p>Week 04</p> <p>Week 05</p> <p>Week 06</p> <p>Week 07</p> <p>Week 08</p> <p>Week 09</p> <p>Week 10</p> <p>Week 11</p> <p>Week 12</p> <p>Week 13</p> <p>Week 14</p> <p>Week 15</p> <p>Week 16</p> <p>Week 17</p> <p>Week 18</p> <p>Week 19</p> <p>Week 20</p> <p>Week 21</p> <p>Week 22</p> <p>Week 23</p> <p>Week 24</p> <p>Week 25</p> <p>Week 26</p> <p>Week 27</p> <p>Week 28</p> <p>Week 29</p> <p>Week 30</p>
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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR	Comprehension and Collaboration
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INDICATOR /
GRADE LEVEL
EXPECTATION

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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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STRAND /
INDICATOR**

Conventions of Standard English

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

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

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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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STRAND /
INDICATOR**

Vocabulary acquisition and Use

INDICATOR /
GRADE LEVEL
EXPECTATION

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 / GRADE LEVEL EXPECTATION 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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CONTENT STANDARD

Reading Standards for Literature

STRAND / INDICATOR

Range of Reading and Level of Text Complexity

INDICATOR /
GRADE LEVEL
EXPECTATION

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.

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**CONTENT
STANDARD**

Reading Standards: Foundational Skills

STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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CONTENT STANDARD

Writing Standards

STRAND / INDICATOR

Production and Distribution of Writing

INDICATOR /
GRADE LEVEL
EXPECTATION

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

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STANDARD**

Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.

GRADE LEVEL SL.4.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation
EXPECTATION and other information known about the topic to explore ideas under discussion.

Fix It! Grammar

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

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.

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Speaking and Listening Standards

STRAND / INDICATOR

Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION 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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Language Standards

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

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).
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Fix It! Grammar

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GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
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GRADE LEVEL EXPECTATION L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

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Language Standards

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

GRADE LEVEL L.4.2.a. Use correct capitalization.
EXPECTATION

Fix It! Grammar

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

Fix It! Grammar

Week 13

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

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CONTENT STANDARD

Language Standards

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

GRADE LEVEL L.4.3.b. Choose punctuation for effect.
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).

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CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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.

GRADE LEVEL 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.
EXPECTATION

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GRADE LEVEL EXPECTATION 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 STANDARD

Language Standards

STRAND / INDICATOR

Vocabulary Acquisition and Use

INDICATOR /
GRADE LEVEL
EXPECTATION

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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