

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Language Arts

Grade: 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

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| CATEGORY / CLUSTER / KEY IDEA | | English Language Arts Anchor Standards |
| STANDARD / CONCEPTUAL UNDERSTANDING | | Speaking and Listening Anchor Standards |
| EXPECTATION / CONTENT SPECIFICATION | | Comprehension and Collaboration |

**GRADE
EXPECTATION**

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

Fix It! Grammar

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New York State Next Generation English Language Arts Learning Standards

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| CATEGORY / CLUSTER / KEY IDEA | English Language Arts Anchor Standards |
| STANDARD / CONCEPTUAL UNDERSTANDING | Language Anchor Standards |
| EXPECTATION / CONTENT SPECIFICATION | Conventions of Academic English/Language for Learning |

GRADE
EXPECTATION

STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Fix It! Grammar

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GRADE
EXPECTATION

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

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New York State Next Generation English Language Arts Learning Standards

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| CATEGORY / CLUSTER / KEY IDEA | English Language Arts Anchor Standards |
| STANDARD / CONCEPTUAL UNDERSTANDING | Language Anchor Standards |
| EXPECTATION / CONTENT SPECIFICATION | Knowledge of Language |

GRADE
EXPECTATION

STANDARD 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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| STANDARD / CONCEPTUAL UNDERSTANDING | Language Anchor Standards |
| EXPECTATION / CONTENT SPECIFICATION | Vocabulary Acquisition and Use |

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STANDARD 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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GRADE
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STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

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| CATEGORY / CLUSTER / KEY IDEA | 4th Grade Reading Standards (Literary and Informational Text) 4R |
| STANDARD / CONCEPTUAL UNDERSTANDING | Craft and Structure |

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| EXPECTATION / CONTENT SPECIFICATION | 4R4: | Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL) |
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| CATEGORY / CLUSTER / KEY IDEA | | 4th Grade Reading Standards: Foundational Skills 4RF |
| STANDARD / CONCEPTUAL UNDERSTANDING | | Fluency |
| EXPECTATION / CONTENT SPECIFICATION | 4RF4: | Read grade-level text with sufficient accuracy and fluency to support comprehension. |

GRADE EXPECTATION 4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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| CATEGORY / CLUSTER / KEY IDEA | | 4th Grade Speaking and Listening Standards 4SL |
| STANDARD / CONCEPTUAL UNDERSTANDING | | Comprehension and Collaboration |
| EXPECTATION / CONTENT SPECIFICATION | 4SL1: | Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others. |

GRADE 4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other
EXPECTATION information known about the topic to explore ideas under discussion.

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GRADE
EXPECTATION

4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.

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GRADE EXPECTATION 4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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| CATEGORY / CLUSTER / KEY IDEA | | 4th Grade Language Standards 4L |
| STANDARD / CONCEPTUAL UNDERSTANDING | | Conventions of Academic English/Language for Learning (Appendix A) |
| EXPECTATION / CONTENT SPECIFICATION | 4L1: | Core Conventions Skills for Grades 3-5: |

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| GRADE EXPECTATION | 4L1:2 | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. |
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Fix It! Grammar

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| GRADE EXPECTATION | 4L1:4 | Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. |
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Fix It! Grammar

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GRADE 4L1:7 Form and use regular and irregular verbs.
EXPECTATION

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GRADE 4L1:12 Recognize and correct inappropriate shifts in verb tense.
EXPECTATION

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GRADE 4L1:13 Ensure subject-verb and pronoun-antecedent agreement.
EXPECTATION

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GRADE 4L1:14 Use coordinating and subordinating conjunctions.
EXPECTATION

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GRADE 4L1:15 Use and identify prepositional phrases.
EXPECTATION

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GRADE 4L1:16 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION

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GRADE EXPECTATION 4L1:17 Correctly use frequently confused words (e.g., to, too, two; there, their).

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| CATEGORY / CLUSTER / KEY IDEA | | 4th Grade Language Standards 4L |
| STANDARD / CONCEPTUAL UNDERSTANDING | | Conventions of Academic English/Language for Learning (Appendix A) |
| EXPECTATION / CONTENT SPECIFICATION | 4L2: | Core Punctuation and Spelling Skills for Grades 3-5: |

GRADE EXPECTATION 4L2:1 Capitalize appropriate words in titles.

Fix It! Grammar

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| GRADE EXPECTATION | 4L2:2 | <p>Use correct capitalization.</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> |
| GRADE EXPECTATION | 4L2:4 | <p>Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><u>Fix It! Grammar</u></p> <p>Week 12</p> <p>Week 16</p> <p>Week 18</p> <p>Week 20</p> <p>Week 28</p> |
| GRADE EXPECTATION | 4L2:5 | <p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p><u>Fix It! Grammar</u></p> <p>Week 13</p> |

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| GRADE | 4L2:9 | Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| EXPECTATION | | |

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GRADE EXPECTATION 4L2:10 Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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GRADE EXPECTATION 4L2:11 Use quotation marks or italics to indicate titles of works.

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| CATEGORY / CLUSTER / KEY IDEA | | 4th Grade Language Standards 4L |
| STANDARD / CONCEPTUAL UNDERSTANDING | | Knowledge of Language |
| EXPECTATION / CONTENT SPECIFICATION | 4L3: | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

GRADE 4L3b: Choose punctuation for effect.
EXPECTATION

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| GRADE EXPECTATION | 4L3c: | Distinguish 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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| CATEGORY / CLUSTER / KEY IDEA | | 4th Grade Language Standards 4L |
| STANDARD / CONCEPTUAL UNDERSTANDING | | Vocabulary Acquisition and Use |
| EXPECTATION / CONTENT SPECIFICATION | 4L4: | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. |

GRADE 4L4a: 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 EXPECTATION 4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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| STANDARD / CONCEPTUAL UNDERSTANDING | | Vocabulary Acquisition and Use |

EXPECTATION / 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that
CONTENT signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a
SPECIFICATION particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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