

Main Criteria: Ohio Learning Standards
Secondary Criteria: Fix It! Grammar
Subject: Language Arts
Grade: 4
Correlation Options: Show Correlated

Ohio Learning Standards
Language Arts
 Grade: 4 - Adopted: 2017

**DOMAIN /
 ACADEMIC
 CONTENT
 STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text. <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

**DOMAIN /
 ACADEMIC
 CONTENT
 STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Fix It! Grammar

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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	10.	<p>Read, comprehend, and respond to 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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

**STANDARD /
BENCHMARK**

COMPREHENSION AND COLLABORATION

BENCHMARK /
GRADE LEVEL
INDICATOR

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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK**

CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL

INDICATOR

Fix It! Grammar

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BENCHMARK /
GRADE LEVEL
INDICATOR

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Fix It! Grammar

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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK**

KNOWLEDGE OF LANGUAGE

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

Fix It! Grammar

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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK**

VOCABULARY ACQUISITION AND USE

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

Fix It! Grammar

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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Fix It! Grammar

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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

Fix It! Grammar

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

Fix It! Grammar

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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K-12

STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	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.

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

Fix It! Grammar

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PROFICIENCY LEVEL 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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PROFICIENCY LEVEL 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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**DOMAIN /
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CONTENT
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Speaking and Listening Standards K-12

**STANDARD /
BENCHMARK**

PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR 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.)

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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL L.4.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Fix It! Grammar

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PROFICIENCY LEVEL L.4.1.e. Form and use prepositional phrases.

Fix It! Grammar

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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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PROFICIENCY LEVEL	L.4.1.g.	Correctly use frequently confused words (e.g., to, too, two; there, their).
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**DOMAIN /
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Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL L.4.2.a. Use correct capitalization.

Fix It! Grammar

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

Fix It! Grammar

Week 13

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

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**DOMAIN /
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Language Standards K-12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL L.4.3.b. Choose punctuation for effect.

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PROFICIENCY LEVEL 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).

Fix It! Grammar

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**DOMAIN /
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Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY 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.

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PROFICIENCY LEVEL 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.

Fix It! Grammar

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**DOMAIN /
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Language Standards K–12

**STANDARD /
BENCHMARK**

VOCABULARY ACQUISITION AND USE

BENCHMARK /
GRADE LEVEL
INDICATOR

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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