

Main Criteria: Rhode Island World-Class Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

Rhode Island World-Class Standards

Language Arts

Grade: 4 - Adopted: 2021

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE	Craft and Structure
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GSE STEM 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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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE	Range of Reading and Level of Text Complexity
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GSE STEM

10

Independently and proficiently read and comprehend complex literary and informational texts.

Fix It! Grammar

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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

**STATEMENT
OF ENDURING
KNOWLEDGE**

Comprehension and Collaboration

GSE STEM 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

College and Career Readiness Anchor Standards for Language

**STATEMENT
OF ENDURING
KNOWLEDGE**

Conventions of Standard English

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

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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE	Vocabulary Acquisition and Use
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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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GSE STEM 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.

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DOMAIN

Grade 4 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE	Grade 4 Reading Standards for Literature [RL]
GSE STEM	Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
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DOMAIN **Grade 4 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 4.a. Read grade-level text with purpose and understanding.

Fix It! Grammar

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INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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DOMAIN **Grade 4 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).

Fix It! Grammar

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DOMAIN

Grade 4 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC
INDICATOR

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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

Fix It! Grammar

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SPECIFIC
INDICATOR

1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

Fix It! Grammar

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SPECIFIC
INDICATOR

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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SPECIFIC
INDICATOR

1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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DOMAIN

Grade 4 Speaking and Listening Standards [SL]

**STATEMENT
OF ENDURING
KNOWLEDGE**

Presentation of Knowledge and Ideas

GSE STEM 6 Differentiate between contexts that call for formal English (e.g., presenting research findings) 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 and 3 for specific expectations.)

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DOMAIN

Grade 4 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR 1.a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.

Fix It! Grammar

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INDICATOR 1.b. Correctly use frequently confused words (e.g., their/there).

Fix It! Grammar

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INDICATOR 1.e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

Fix It! Grammar

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DOMAIN

Grade 4 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC
INDICATOR

2.a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.

Fix It! Grammar

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SPECIFIC
INDICATOR

2.b. Use correct capitalization.

Fix It! Grammar

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SPECIFIC
INDICATOR

2.c. Use commas and quotation marks to mark direct speech and quotations from a text.

Fix It! Grammar

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SPECIFIC
INDICATOR

2.d. Use a comma before a coordinating conjunction in a compound sentence.

Fix It! Grammar

Week 13

SPECIFIC
INDICATOR

2.e. Spell grade-appropriate words correctly, consulting references as needed.

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DOMAIN

Grade 4 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC
INDICATOR

3.b. Choose punctuation for effect.

Fix It! Grammar

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SPECIFIC INDICATOR 3.c. Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).

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DOMAIN

Grade 4 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC
INDICATOR

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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SPECIFIC INDICATOR

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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DOMAIN

Grade 4 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE

Vocabulary Acquisition and Use

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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Fix It! Grammar

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