

Main Criteria: South Dakota Content Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

South Dakota Content Standards

Language Arts

Grade: 4 - Adopted: 2018

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a 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

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD SD.CCR A.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK	Text Types and Purposes
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STANDARD SD.CCR A.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Fix It! Grammar

Week 16

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK	Production and Distribution of Writing
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STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Fix It! Grammar

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK	Comprehension and Collaboration
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STANDARD SD.CCR A.SL.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.

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK	Presentation of Knowledge and Ideas
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STANDARD SD.CCR A.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

**INDICATOR/B
ENCHMARK**

Conventions of Standard English

STANDARD SD.CCR Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A.L.1.

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STANDARD SD.CCR A.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK

Knowledge of Language

STANDARD SD.CCR A.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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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK	Vocabulary Acquisition and Use
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STANDARD SD.CCR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
A.L.4. analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Fix It! Grammar

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STANDARD SD.CCR A.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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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	4.RL.10.	By the end of the year read and comprehend a variety of literary texts.

SUPPORTING SKILLS 4.RL.10.b With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Phonics and Word Recognitions
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STANDARD 4.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS 4.RF.4.a. Read grade-level text with purpose and understanding.

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

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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/B ENCHMARK	Production and Distribution of Writing
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STANDARD 4.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING
SKILLS

4.SL.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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SUPPORTING
SKILLS

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

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SUPPORTING
SKILLS

4.SL.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.

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SUPPORTING SKILLS 4.SL.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING
SKILLS

4.L.1.a. Write legibly and fluently in print or cursive using appropriate spacing and margins.

Fix It! Grammar

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SUPPORTING
SKILLS

4.L.1.d. Use modal auxiliaries auxiliary verbs such as can, may, and must) to convey various conditions to clarify meaning.

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SUPPORTING SKILLS 4.L.1.e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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SUPPORTING SKILLS 4.L.1.f. Form and use prepositional phrases.

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SUPPORTING SKILLS 4.L.1.g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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SUPPORTING SKILLS 4.L.1.h. Correctly use frequently confused words (e.g., to, too, two; there, their).

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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 4.L.2.a. Use correct capitalization.

Fix It! Grammar

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SUPPORTING SKILLS 4.L.2.b. Use commas and quotation marks to mark direct speech and quotations from a text.

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SUPPORTING SKILLS 4.L.2.c. Use a comma before a coordinating conjunction in a compound sentence.

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SUPPORTING SKILLS 4.L.2.d. Spell grade-appropriate words correctly, consulting references as needed.

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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS 4.L.3.b. Choose punctuation for effect.

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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.

SUPPORTING
SKILLS

4.L.4.a. Use context as a clue to the meaning of a word or phrase.

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SUPPORTING
SKILLS

4.L.4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word

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SUPPORTING SKILLS 4.L.4.c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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GOAL/STRAND SD.4.L. Language Standards

**INDICATOR/B
ENCHMARK**

Vocabulary Acquisition and Use

STANDARD 4.L.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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