

Main Criteria: Tennessee Academic Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

Tennessee Academic Standards

Language Arts

Grade: 4 - Adopted: 2016

STRAND /  
STANDARD /  
COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	4.FL.WC .4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR 4.FL.WC. 4.a. Spell grade-appropriate words correctly consulting references as needed.

**Fix It! Grammar**

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INDICATOR 4.FL.WC. Write legibly in manuscript and cursive.  
4.b.

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**STRAND /  
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**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>4.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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INDICATOR 4.FL.F.5. Read grade-level text with purpose and understanding.  
a.

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INDICATOR 4.FL.F.5. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.  
c.

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**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>4.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 4.FL.SC. Use auxiliary verbs such as can, may, and must to clarify meaning.  
6.c.

**Fix It! Grammar**

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INDICATOR 4.FL.SC. Form and use prepositional phrases.  
6.d.

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INDICATOR 4.FL.SC. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.  
6.e.

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INDICATOR	4.FL.SC. 6.f.	Use correct capitalization.  <b><u>Fix It! Grammar</u></b> 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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INDICATOR	4.FL.SC. 6.g.	Use commas and quotation marks to mark direct speech and quotations from a text.  <b><u>Fix It! Grammar</u></b> Week 12 Week 16 Week 18 Week 20 Week 28
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INDICATOR	4.FL.SC. 6.h.	Use a comma before a coordinating conjunction in a compound sentence.  <b><u>Fix It! Grammar</u></b> Week 13
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**STRAND /  
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**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	4.FL.VA.7a.	<b>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.</b>

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INDICATOR 4.FL.VA.7 Use context as a clue to the meaning of a word or phrase.  
a.i.

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INDICATOR 4.FL.VA.7a.iii. 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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**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>



LEARNING EXPECTATION 4.FL.VA.7 c. 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 and that are basic to a particular topic.

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**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 4.RL.RRT C.10. Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.

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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

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LEARNING EXPECTATION	4.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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