

Main Criteria: Wisconsin Academic Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

Wisconsin Academic Standards

Language Arts

Grade: 4 - Adopted: 2020/Implement 2021

DOMAIN

Anchor Standards for Reading

CONTENT STANDARD	Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY	Craft and Structure

DESCRIPTOR / FOCUS AREA R4. 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

Anchor Standards for Writing

CONTENT STANDARD	Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY	Production and Distribution of Writing

DESCRIPTOR / W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal
FOCUS AREA writing in which the development, organization and style are appropriate to task, purpose and audience.

Fix It! Grammar

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DOMAIN

Anchor Standards for Speaking & Listening

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA SL1. 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

Anchor Standards for Language

CONTENT STANDARD	Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY	Vocabulary Acquisition and Use

DESCRIPTOR / L2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

Fix It! Grammar

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DESCRIPTOR / L4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use FOCUS AREA vocabulary appropriate to the context and situation.

Fix It! Grammar

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DOMAIN

Anchor Standards for Language

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually
FOCUS AREA appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

Fix It! Grammar

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DESCRIPTOR / L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually
 FOCUS AREA appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

Fix It! Grammar

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DOMAIN

Reading Foundational Skills

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / RF.4.4.a. Read grade-level text with purpose and understanding.
FOCUS AREA

Fix It! Grammar

Week 01
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DESCRIPTOR / FOCUS AREA 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

Reading K-5

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / R.4.4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a FOCUS AREA text. (RI&RL)

Fix It! Grammar

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DOMAIN

Writing Standards K-5

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

Fix It! Grammar

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DESCRIPTOR / FOCUS AREA W.4.6 With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

Fix It! Grammar

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DOMAIN

Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

LEARNING CONTINUUM L.4.1.d. Choose punctuation for effect.

Fix It! Grammar

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DOMAIN

Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.4.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

LEARNING
CONTINUUM

L.4.2.a. Use context as a clue to the meaning of a word or phrase.

Fix It! Grammar

Week 01
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LEARNING
CONTINUUM

L.4.2.b. Consult print and digital reference materials for meaning and pronunciation.

Fix It! Grammar

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DOMAIN

Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

LEARNING
CONTINUUM

L.4.5.b. Prepositional phrases.

Fix It! Grammar

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LEARNING
CONTINUUM

L.4.5.c. Order of adjectives.

Fix It! Grammar

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LEARNING CONTINUUM	L.4.5.d.	<p>Adjectives, adverbs, conjunctions.</p> <p><u>Fix It! Grammar</u></p> <p>Week 02</p> <p>Week 04</p> <p>Week 07</p> <p>Week 08</p> <p>Week 10</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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LEARNING CONTINUUM	L.4.5.f.	<p>Easily confused words (e.g., to, too, two).</p> <p><u>Fix It! Grammar</u></p> <p>Week 06</p> <p>Week 07</p> <p>Week 08</p> <p>Week 12</p> <p>Week 13</p> <p>Week 14</p> <p>Week 16</p> <p>Week 17</p> <p>Week 19</p> <p>Week 20</p> <p>Week 21</p> <p>Week 22</p> <p>Week 23</p> <p>Week 26</p> <p>Week 28</p> <p>Week 29</p> <p>Week 30</p>
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DOMAIN

Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

LEARNING
CONTINUUM

L.4.6.a. Capitalization.

Fix It! Grammar

Week 01
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LEARNING
CONTINUUM

L.4.6.b. Commas and quotation marks for quotations.

Fix It! Grammar

Week 12
Week 16
Week 18
Week 20
Week 21
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LEARNING
CONTINUUM

L.4.6.d. Spell grade-level words correctly using reference materials to solve words as needed.

Fix It! Grammar

Week 01
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