

Main Criteria: Wyoming Content and Performance Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

Wyoming Content and Performance Standards

Language Arts

Grade: 4 - Adopted: 2012

CONTENT STANDARD **WY.RL.4. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	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.
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CONTENT STANDARD **WY.RF.4. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.4.4(a) Read on-level text with purpose and understanding.

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

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**CONTENT
STANDARD**

WY.W.4. Writing Standards

BENCHMARK

Production and Distribution of Writing

GRADE LEVEL W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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CONTENT STANDARD WY.SL.4. Speaking and Listening Standards

BENCHMARK	Comprehension and Collaboration	
GRADE LEVEL EXAMPLE	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.

EXPECTATION 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.

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EXPECTATION SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

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EXPECTATION 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.

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EXPECTATION 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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CONTENT STANDARD **WY.SL.4. Speaking and Listening Standards**

BENCHMARK	Presentation of Knowledge and Ideas
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GRADE LEVEL 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.

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CONTENT STANDARD WY.L.4. Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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EXPECTATION L.4.1(e) Form and use prepositional phrases.

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EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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EXPECTATION L.4.1(g) Correctly use frequently confused words (e.g., to, too, two; there, their).

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CONTENT STANDARD WY.L.4. Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.4.2(a) Use correct capitalization.

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EXPECTATION L.4.2(b) Use commas and quotation marks to mark direct speech and quotations from a text.

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EXPECTATION L.4.2(c) Use a comma before a coordinating conjunction in a compound sentence.

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Week 13

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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CONTENT STANDARD

WY.L.4. Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.4.3(b) Choose punctuation for effect.

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EXPECTATION 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).

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WY.L.4. Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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.

EXPECTATION 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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EXPECTATION 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.

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**CONTENT
STANDARD**

WY.L.4. Language Standards

BENCHMARK

Vocabulary Acquisition and Use

GRADE LEVEL 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 EXAMPLE that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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