

## Fourth Grade Grammar

<b>Curriculum/Content Area:</b> Word Study	<b>Course Length:</b> One Year
<b>Course Title:</b> Fourth Grade Literacy	<b>Date last reviewed:</b> N/A
<b>Prerequisites:</b> N/A	<b>Board approval date:</b>
<b>Primary Resource:</b> TBD	

## Desired Results

**Course description and purpose:** Grammar consists of a description of all the elements in a language. It is the art of speaking or writing with correctness. Students will develop and demonstrate command of the conventions of standard English grammar and usage when reading, writing, speaking and listening.

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• Correct grammar helps to clarify a writer’s message.</li> <li>• Correct grammar helps a reader interpret meaning.</li> <li>• An understanding of how language works helps students become effective readers, writers, speakers, and listeners.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways can a writer’s message be impacted by grammatical correctness or incorrectness?</li> <li>• In what ways can a reader use grammar to make sense of what they are reading?</li> </ul>

<b>Priority Standards - Anchor Standards</b>
<p><b>Wisconsin Standards for English Language Arts</b></p> <p><b>WI.ELA.R1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p><b>WI.ELA.R4:</b> 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. <i>K-12</i></p> <p><b>WI.ELA.R10:</b> Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p><b>WI.ELA.W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p><b>WI.ELA.SL1:</b> 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. <i>K-12</i></p> <p><b>WI.ELA.L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>K-12</i></p>

**WI.ELA.F1-Print Concepts:** Demonstrate understanding of the organization and basic features of print *K-1*

**WI.ELA.F2-Phonological Awareness:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

**WI.ELA.F3-Phonics and Word Recognition:** Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

**WI.ELA.F4-Fluency:** Read with sufficient accuracy and fluency to support comprehension. *2-5*

## Priority Standards - Fourth Grade

### Wisconsin Standards for English Language Arts

**WI.ELA.R1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**WI.ELA.R10:** 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.

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** 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.

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Grammar Fourth Grade

### Standards

#### Priority Standards - Fourth Grade

##### Wisconsin Standards for English Language Arts

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- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

#### Supporting Standards

**WI.ELA-LITERACY.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.

**WI.ELA-LITERACY.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. Choose punctuation for effect.

### Learning Targets

- I can form and use the progressive verb tenses. (e.g., I was walking; I am walking; I will be walking) (L.4.1b)
- I can use modal auxiliaries (e.g., can, may, must) to convey various conditions. (L.4.1c)
- I can use relative pronouns (who, whose, whom, which, that) (L.4.1a)
- I can order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1d)
- I can use relative adverbs (where, when, why). (L.4.1a)
- I can form and use prepositional phrases. (L.4.1e)

- I can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* (L.4.1f)
- I can correctly use frequently confused words (e.g., to, too, two; there, their).\* (L.4.1g)
- I can use correct capitalization. (L.4.2a)
- I can use commas and quotation marks to mark direct speech and quotations from a text. (L.4.2b)
- I can use a comma before a coordinating conjunction in a compound sentence. (L.4.2c)
- I can choose punctuation that will have the effect on my writing that I desire. (L.4.3b)

### Assessment Evidence

#### Performance Assessment Options

*May include, but are not limited to the following:*

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#### Other assessment options

*May include, but are not limited to the following:*

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### Digital Tools & Supplementary Resources