CLUSTER: CONVENTIONS OF STANDARD ENGLISH

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 4.1: 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, they're, your, you're*).

Essential Skills:

4.1.a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

- **Identify the antecedents for relative pronouns.**
- **Demonstrate the appropriate use of relative adverbs to expand sentences.**
- **Apply the use of relative pronouns and relative adverbs in oral and written language.**
  - **Analyze writing models for correct use of relative pronouns and relative adverbs.**

4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

- **Differentiate between past, present, and future tenses.**
- **Explain the role of auxiliary verbs (helping verbs).**
- **Identify verb tenses in text presented in a variety of formats.**
- **Demonstrate the use of progressive verb tenses in oral and written language.**
- **Analyze writing models for correct use of verb tenses.**

4.1.c Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

- **Recognize modal auxiliaries (helping verbs) and explain their purpose.**
- **Identify rules for using modal auxiliaries (helping verbs).**
- **Demonstrate use of modal auxiliaries (helping verbs) in oral and written language.**
- **Analyze writing models for correct use of modal auxiliaries (helping verbs).**

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

- **Identify correct placement of adjectives in sentences.**
- **Revise and strengthen writing to include correctly ordered adjectives.**
- **Analyze writing models for correct use and ordering of adjectives.**

4.1.e Form and use prepositional phrases.

- **Identify and explain the purpose of prepositional phrases.**
- **Compose sentences using prepositional phrases to modify nouns and verbs.**
- **Strengthen writing by revising to include prepositional phrases.**
- **Analyze writing models for the effective use of prepositional phrases.**

4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

- **Differentiate between grammatically complete sentences, sentence fragments, and run-on sentences.**
- **Identify coordinating conjunctions and explain their role in sentences.**
- **Compose simple and compound sentences using coordinating conjunctions.**
- **Revise incomplete, fragments, run-ons by combining sentences and using coordinating conjunctions.**
- **Analyze writing models for complete sentences.**
- **Identify and distinguish between the multiple meanings, spellings, and pronunciations of homophones and homographs.**
- **Identify the different meanings for given homophones.**
- **Demonstrate and explain correct use of frequently confused words in writing.**
- **Analyze writing models for the effective use of frequently confused words.**

4.1.g Correctly use frequently confused words (e.g., *to, too, two; there, their, they're, your, you're*).

- **Identify and distinguish between the multiple meanings, spellings, and pronunciations of homophones and homographs.**

Standards for Language: Grade 4

Benchmarks:

CLUSTER: CONVENTIONS OF STANDARD ENGLISH

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.
d. Spell grade-appropriate words correctly, consulting references as needed.

Essential Skills:

4.2.a Use correct capitalization.

- **Explain the rules for capitalization in sentences and with proper nouns.**
- **Use capital letters correctly in titles and the first word in direct quotations.**
- **Analyze writing models for correct capitalization.**

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

- **Distinguish between direct and indirect dialogue in text. (i.e. comic strips with dialogue bubbles, Susan Griss-Minds in Motion kinesthetic language strategies).**
- **Identify capitalization rules for dialogue.**
- **Demonstrate correct placement of commas and quotation marks in dialogue.**
- **Analyze and edit writing for correct punctuation of direct speech and quotations.**

4.2.c a comma before a coordinating conjunction in a compound sentence.

- **Identify independent and dependent clauses in compound sentences.**
- **Demonstrate use of comma correctly before a coordinating conjunction in a compound sentence.**
- **Strengthen writing by revising to include compound sentences.**
- **Analyze writing models for the use of compound sentences.**

4.2.d Spell grade-appropriate words correctly, consulting references as needed.

- **Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.**
- **Use knowledge of word structure and word origins to spell grade-appropriate words.**
- **Use reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use of the Internet and word processing programs).**
- **Use word processing technology when appropriate to demonstrate correct spelling of grade-appropriate words.**
- **Analyze writing models for correct spelling.**

Benchmarks:

CLUSTER: KNOWLEDGE OF LANGUAGE

Anchor Standard 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.

L 4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.
b. Choose punctuation for effect.
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).

Essential Skills:

4.3.a Choose words and phrases to convey ideas precisely.

- **Distinguish between literal and non-literal meanings of words and phrases.**
- **Use dictionaries, glossaries, thesauruses, and multimedia resources to identify and use synonyms for words.**
- **Strengthen writing by revising sentences for clarity.**
- **Analyze writing models or speech for effect of words and phrases on meaning.**

4.3.b Choose punctuation for effect.

- **Recognize and explain the purpose of various punctuation marks.**
- **Demonstrate command of conventions of standard English punctuation.**
- **Strengthen writing by revising to use punctuation to indicate feelings and mood.**

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).

- **Recognize situations as requiring formal or informal English.**
- **Adjust language to a variety of situations.**
- **Demonstrate command of conventions of standard English grammar and usage when speaking. (See CCSS L 4.1.)**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 4: 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.

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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
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.

Essential Skills:

4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

- **Identify clues in the text that help determine or clarify the meaning of a word or phrase.**
- **Connect prior knowledge and experiences to determine the meaning of a word or phrase.**
- **Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.**

4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

- **Identify Greek and Latin word roots.**
- **Use meaning of Greek and Latin roots/affixes to explain the meaning of new words.**
- **Identify relationships between and among words with common Greek and Latin roots.**

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.

- **Distinguish between a dictionary and thesaurus.**

- **Identify safe and unsafe online practices.**
- **Use the context in which words are used to choose among possible meanings.**
- **Strengthen writing by using reference materials to revise for precise word choice.**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L 4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Essential Skills:

4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

- **Identify figurative language in text presented in a variety of formats.**
- **Distinguish between similes and metaphors.**
- **Interpret the meaning of simple similes and metaphors in text presented in a variety of formats.**

4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

- **Define and identify the purpose of idioms, adages, proverbs.**
- **Interpret the meaning of idioms, adages, and proverbs encountered in text.**

4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- **Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify words with similar or opposite meanings.**
- **Use knowledge of nuances to determine precise words as needed for speaking and writing.**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 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.

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

Essential Skills:

- **Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general academic and domain-specific words.**
- **Participate in collaborative conversations with diverse peers about Grade 4 topics and text, building on other's ideas and expressing their own clearly.**

Benchmarks:

Standards for Language: Grade 4

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								