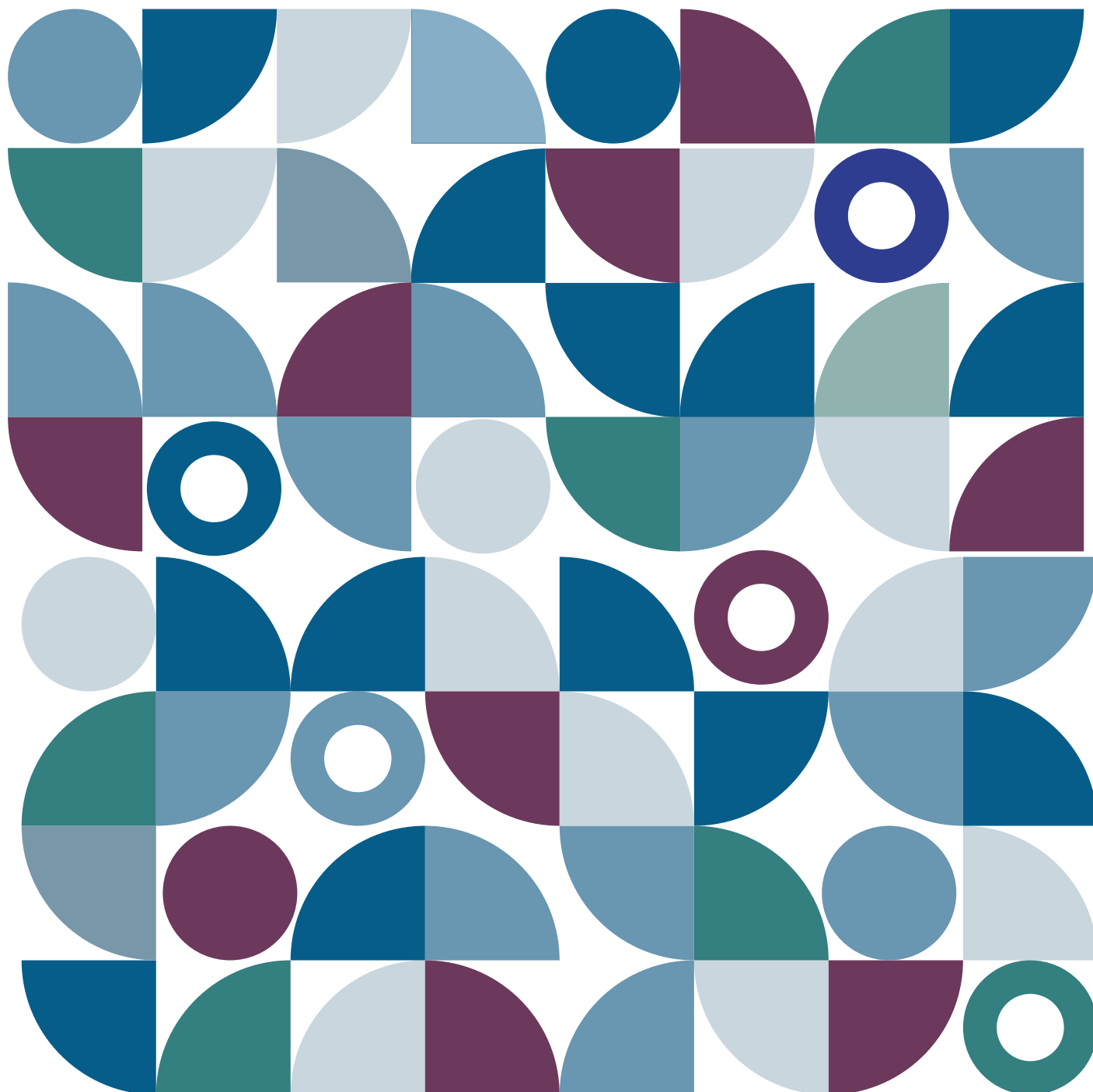


A **CORE GUIDE**  
TO THE UTAH  
**ENGLISH LANGUAGE**  
**ARTS (ELA)**  
STANDARDS

# GRADE 4



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# GRADE 4

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## UTAH CORE GUIDE *for* **P-12 ENGLISH LANGUAGE ARTS**



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# GRADE 4

## **SPEAKING AND LISTENING**

### **4.SL.1**

#### **Strand: SPEAKING AND LISTENING (4.SL)**

Students will learn to collaborate, express, and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 4.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to comments and claims.
  - b. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.

#### **CONCEPTS AND SKILLS TO MASTER**

Participate in conversations by taking turns on topics, texts, and issues.

- Respond when asked a question about a claim or comment.
- Use classroom expectations during discussion (e.g., look, lean, listen, lower voice, respond).
- Use previously taught academic vocabulary during classroom and partner conversations.
- Retell, paraphrase or report about others participants comments.
- Add additional information to others comments, and state new information that has been added by others.
- Agree or disagree with other's comments respectfully.
- Connect other's ideas together for claims and explanations.
- Use academic sentence stems or frames when asking or responding to others (e.g., I appreciate your comment .., I would like to add..., I agree/disagree because...).

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 3.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to other's perspectives during discussions.
  - b. Recognize that comments and claims may include two perspectives.
  - c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.

**RELATED STANDARDS: Current Grade Level**

- **Standard 4.SL.2:** Clearly summarize information presented in various formats and mediums and explain how the information pertains to the topic.
- **Standard 4.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Include visual displays and/or media, when appropriate, to convey information, elaborate, and enhance engagement of presentations.
- **Standard 4.R.7:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL)  
 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI)
- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)  
 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)
- **Standard 4.W.4:** Conduct short research projects to build knowledge through investigation of different aspects of a topic.
  - a. Recall, gather, and organize information and provide a list of relevant sources.
  - b. Elaborate to demonstrate understanding of the topic under investigation.

- c. Interact and collaborate with others throughout the writing process.

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 5.SL.1:** Participate effectively in a range of conversations and collaborations using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to comments and claims from multiple perspectives and determine if additional information is needed.
  - b. Participate in conversations by asking questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.

#### **ACADEMIC LANGUAGE**

Agree, disagree, retell, paraphrase, acknowledge, comments, respectful, expectations, claims, explanations, and elaboration

#### **ASSESSMENT EXEMPLARS**

- Use a simple one-point rubric for conversations. The rubric could include: Took turns, uses academic language, uses sentence frames, listens appropriately, asks questions.
- Use anecdotal notes taken by the teacher.

### **4.SL.2**

#### **Strand: SPEAKING AND LISTENING (4.SL)**

Students will learn to collaborate, express, and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 4.SL.2:** Clearly summarize information presented in various formats and mediums and explain how the information pertains to the topic.

#### **CONCEPTS AND SKILLS TO MASTER**

- Use appropriate vocabulary for concept, topic, or story.
- Paraphrase relevant information.
- Summarize information to make clear points for the topic.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 3.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details presented in various mediums and formats.
- **Standard 4.R.5:** Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 4.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to comments and claims.
  - b. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.
- **Standard 4.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Include visual displays and/or media, when appropriate, to convey information, elaborate, and enhance engagement of presentations.

### RELATED STANDARDS: Future Grade Level

- **Standard 5.SL.2:** Investigate information presented in various formats and mediums in order to make informed decisions and differentiate between fact and fiction.

### ACADEMIC LANGUAGE

Vocabulary, paraphrase, relevant, summarize, clear, and information

### ASSESSMENT EXEMPLARS

- Use a simple one-point rubric for conversations. The rubric could include: others understand, others can hear, and stays on topic.
- Use anecdotal notes taken by the teacher.

**4.SL.3****Strand: SPEAKING AND LISTENING (4.SL)**

Students will learn to collaborate, express, and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 4.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Include visual displays and/or media, when appropriate, to convey information, elaborate, and enhance engagement of presentations.

**CONCEPTS AND SKILLS TO MASTER**

- Use a strong and loud enough voice for others to hear.
- Pronounce words clearly.
- Use appropriate vocabulary.
- Speak in complete sentences.
- Elaborate information by adding on relevant facts and details from media.
- Include visuals with presentations that add to the explanation or information.
- Paraphrase and use own words when elaborating.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 3.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.

**RELATED STANDARDS: Current Grade Level**

- **Standard 4.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to comments and claims.
  - b. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.

- **Standard 4.SL.2:** Clearly summarize information presented in various formats and mediums and explain how the information pertains to the topic.
- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)  
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)
- **Standard 4.R.14:** Compare the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL)  
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI)
- **Standard 4.W.4:** Conduct short research projects to build knowledge through investigation of different aspects of a topic.
  - a. Recall, gather, and organize information and provide a list of relevant sources.
  - b. Elaborate to demonstrate understanding of the topic under investigation.
  - c. Interact and collaborate with others throughout the writing process.

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 5.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present claims and findings, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas or themes.

#### **ACADEMIC LANGUAGE**

Strong, loud, voice, enunciate, appropriate, vocabulary, complete, sentences, elaborate, relevant, details, facts, media, visuals, presentations, explanation, information, paraphrase, and elaborate

#### **ASSESSMENT EXEMPLARS**

- Use a simple one-point rubric for conversations. The rubric could include: others understand, others can hear, on topic, ideas are presented in logical order, academic vocabulary is used, complete sentences, relevant facts, uses own words.

- Present a summary, report, or topic for a digital or live audience.
- Use anecdotal notes taken by the teacher.

## **READING**

### **4.R.3**

#### **Strand: READING (4.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.

#### **CONCEPTS AND SKILLS TO MASTER**

- Use common spelling patterns for sound correspondence.
- Know and use common spelling rules for encoding and decoding (e.g., Floss rule, doubling rule, dropped e, y to i, /k/ rule(s), /ch/ rule, /j/ rule etc.).
- Use six-syllable types (CVC, CVe, Vr, CVVC, Cle, CV) for reading and spelling in multisyllable words.
- Use common prefixes to support reading and spelling.
- Use common suffixes and inflected endings to support reading and spelling.
- Identify words or word patterns that do not follow standard English rules due to word origin (e.g., valet, innuendo, garage, etc.) to support reading and spelling.
- Identify the unaccented syllable(s) in a multisyllable word and know that the vowel will flex causing an empty syllable or schwa.
- Know that a schwa sound can be spelled with any of the vowels.

#### **CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 3.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.

- a. Reversal of phonemes.
- b. Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial).

- **Standard 3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.
  - b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - c. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.
  - e. Read and spell common irregular words.
- **Standard 3.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

#### **RELATED STANDARDS: Current Grade Level**

- **Standard 4.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 5.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Read and spell all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.
- **Standard 5.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

#### **ACADEMIC LANGUAGE**

Common, spelling, patterns, correspondence, encoding, decoding, six-syllable types, multisyllable, prefixes, suffixes, inflected endings, schwa, unaccented, flex, vowel, and consonant

#### **ASSESSMENT EXEMPLARS**

- CORE phonics survey or similar diagnostic (e.g., LETRS, SIPPS placement, 95% PSI)

- Word pattern spelling assessments
- Writing samples evaluated for spelling of taught word patterns
- Reading fluency assessment: rate, prosody, and comprehension
- Decodable passages with previously taught spelling patterns
- Grade-level reading text sets read with fluency
- Student's ability to read fluently within the appropriate Lexile band
- Fluent spelling within a writing assignment

**4.R.4****Strand: READING (4.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

**CONCEPTS AND SKILLS TO MASTER**

- Fluency including prosody, accuracy, automaticity (rate)
- Concepts of print (e.g., headings, subheadings, chapter, stanza, glossaries, table of contents, etc.)
- Phonemic awareness to support grade-level phonics (i.e., understanding that one sound can be spelled multiple ways)
- Grade-level phonics
- Vocabulary and background knowledge

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 3.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Reversal of phonemes
  - b. Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial)
- **Standard 3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin using the combined knowledge of all

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

- b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
- c. Identify and know the meaning of the most common prefixes and derivational suffixes.
- d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.
- e. Read and spell common irregular words.

- **Standard 3.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

#### **RELATED STANDARDS: Current Grade Level**

- **Standard 4.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 5.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Read and spell all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.
- **Standard 5.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

#### **ACADEMIC LANGUAGE**

Fluency, prosody, accuracy, automaticity, rate, phonics, vocabulary, background knowledge, and expression

#### **ASSESSMENT EXEMPLARS**

- Rubric with the following elements: expression and volume, phrasing, smoothness, and pace
- Reading grade-level passages with accuracy and appropriate rate
- Progress monitoring of comprehension, rate, vocabulary, multisyllabic decoding

**4.R.5****Strand: READING (4.R)**

Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.5:** Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

**CONCEPTS AND SKILLS TO MASTER**

- Cite paragraph, line, illustration, graphic, or page when answering questions, explaining, supporting arguments, or summarizing a text.
- Formulate questions based on one or more texts.
- Answer questions in a complete sentence or thought.
- Acknowledge new information when answering and formulating questions.
- Infer by connecting ideas from authors and citing how ideas are connected throughout the text.
- Elaborate on explanations, arguments and inferences based on text evidence.
- Draw conclusions.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 3.R.5:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 4.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to comments and claims.
  - b. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.

- **Standard 4.SL.2:** Clearly summarize information presented in various formats and mediums and explain how the information pertains to the topic.
- **Standard 4.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Include visual displays and/or media, when appropriate, to convey information, elaborate, and enhance engagement of presentations.
- **Standard 4.R.6:** Read a variety of text types, including those from diverse cultures to determine a theme or main idea and explain how it is supported by key details; summarize texts using textual evidence. (RL & RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 5.R.5:** Identify and refer to evidence from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

#### **ACADEMIC LANGUAGE**

Citation, illustration graphic, question, argument, explanation, question, elaboration, inference, text evidence, and summary

#### **ASSESSMENT EXEMPLARS**

- Answer questions about a text
- Text annotations and notes
- Graphic organizers with text evidence
- Rubrics or checklists used during class/group discussions evaluating the citations used during discussions

### **4.R.6**

#### **Strand: READING (4.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.6:** Read a variety of text types, including those from diverse cultures to determine a theme or main idea and explain how

it is supported by key details; summarize texts using textual evidence. (RL & RI)

### CONCEPTS AND SKILLS TO MASTER

- Identify text structure (e.g., cause and effect, description, problem solution, chronology, compare, contrast).
- Explain the theme of a text. (RL)
- Identify the main idea. (RI)
- Explain supporting details to the main idea of a text. (RI)
- Understand specific context/content vocabulary in both informational and literary text including text that represents U.S. and world cultures.
- Summarize a text using text structure (e.g., chronology, cause and effect, comparison, description, definition, argument, opinion, etc.).

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 3.R.6:** Read a variety of texts including those from diverse cultures; retell the text according to the text structure including the main idea and how key details support the main idea. (RL & RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 4.R.5:** Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)
- **Standard 4.R.7:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL)  
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI)

### RELATED STANDARDS: Future Grade Level

- **Standard 5.R.6:** Determine the theme or main idea of a text including those from diverse cultures and how it is conveyed through particular details and summarize the text. (RL & RI)

### ACADEMIC LANGUAGE

Text structure (e.g., cause and effect, description, problem solution, chronology, compare, contrast), theme, main idea, detail, culture, summarize, and explain

### ASSESSMENT EXEMPLARS

- Written response to a prompt about a theme (RL) or main idea and details (RI)

- Oral response/discussion describing how details support a main idea
- Summarization of text or portions of a text
- Written response to summarize a text or portion of a text to answer a question

**4.R.7****Strand: READING (4.R)**

Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.7:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL)  
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI)

**CONCEPTS AND SKILLS TO MASTER**

- Describe characters, settings, events or ideas and concepts.
- Explain how characters, settings, events or ideas and concepts change.
- Form explanations of actions and events or concepts.
- Use sequence when explaining or describing.
- Describe cause(s) and effects to show relationships of events in a text.
- Describe a character by using comparisons, cause and effect, events, or settings.
- Explain steps in a procedure.
- Read historical events including U.S events and those of scientific relevance or concepts, and be able to explain using summarization with citations as needed.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 3.R.7:** Describe characters in a story and explain how their actions contribute to the sequence of events. (RL)  
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical

procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI)

#### **RELATED STANDARDS: Current Grade Level**

- **Standard 4.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 4.R.5:** Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)
- **Standard 4.R.6:** Read a variety of text types, including those from diverse cultures to determine a theme or main idea and explain how it is supported by key details; summarize texts using textual evidence. (RL & RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 5.R.7:** Compare two characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)  
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI)

#### **ACADEMIC LANGUAGE**

Describe, explain, characters, settings, events, ideas, concepts, change, actions, sequence, compare, relationship, steps, historical, scientific, summarize, and citation

#### **ASSESSMENT EXEMPLARS**

- Describe a character, event, concept or idea in an oral or written format.
- Compare relationships of ideas or events (orally or on a graphic organizer, or a written response).
- Create a timeline and explain (written, oral, digital).
- Describe steps in a sequence of events or technical procedure (written, oral, digital).
- Explain events, procedures, ideas, or concepts as dictated by a task/prompt in an oral, written or digital format.

**4.R.8****Strand: READING (4.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.8:** Determine the meaning of words, phrases, figurative language, academic and content-specific words within a text. (RL & RI)

**CONCEPTS AND SKILLS TO MASTER**

- Use morphemes to define the meaning of words.
- Identify figurative language.
- Use similes and metaphors when determining the meaning of figurative language.
- Explain figurative language and what the author means by the figurative word or phrase.
- Identify unknown words and/or phrases.
- Identify content specific words in an informational text.
- Use context within a text to confirm meanings of words and/or phrases.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 3.R.8:** Determine the meaning of words, phrases, similes, metaphors, and academic and content-specific words within a text. (RL & RI)
- **Standard 3.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of a new word when a known affix or root is used.
  - c. Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.
- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 4.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use context as a clue to the meaning of a word.
  - b. Use common Greek and Latin affixes and roots as clues to the meaning of a word.
  - c. Consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
  
- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)  
 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 5.R.8:** Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning within a text. (RL & RI)
  
- **Standard 5.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use context as a clue to the meaning of a word or phrase.
  - b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
  - c. Consult reference materials to find the pronunciation and determine the precise meaning of key words and phrases.
  
- **Standard 5.R.12:** Analyze how the visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL)  
 Draw on information from multiple sources including media to locate an answer to a question or to solve a problem. (RI)

**ACADEMIC LANGUAGE**

Morphemes, define, figurative language, simile, metaphor, identify, explain, and context

*(Continued)*

**ASSESSMENT EXEMPLARS**

- Use academic and content-specific words when discussing or writing about a text or topic.
- Use the Frayer Model to define, explain, and illustrate words/phrases/figurative language.
- Use similes, metaphors, and figurative language when discussing or writing about a text.
- Use content words from a text and sort words into categories (e.g., headings, subheadings).
- Use concept map words/phrases/figurative language.

**4.R.9****Strand: READING (4.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use context as a clue to the meaning of a word.
  - b. Use common Greek and Latin affixes and roots as clues to the meaning of a word.
  - c. Consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CONCEPTS AND SKILLS TO MASTER**

- Identify unknown words/phrases.
- Use synonyms and antonyms when clarifying the meaning of a word.
- Identify multiple meaning words and/or phrases.
- Identify context clues in sentences or paragraphs where the author aids the reader in knowing the meaning of the word.
- Use Greek and Latin morphemes (affixes and roots) to define the meaning of words.
- Build new words using Greek and Latin roots and affixes.

- Use a glossary or dictionary (digital, AI, or text) including referencing pronunciation.
- Identify the specific meaning based on reference materials, including digital references.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 3.R.8:** Determine the meaning of words, phrases, similes, metaphors, and academic and content-specific words within a text. (RL & RI)
- **Standard 3.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of a new word when a known affix or root is used.
  - c. Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.
- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 4.R.8:** Determine the meaning of words, phrases, figurative language, academic and content-specific words within a text. (RL & RI)
- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)  
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)

### RELATED STANDARDS: Future Grade Level

- **Standard 5.R.8:** Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning within a text. (RL & RI)
- **Standard 5.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
- c. Consult reference materials to find the pronunciation and determine the precise meaning of key words and phrases.

■ **Standard 5.R.12:** Analyze how the visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL)

Draw on information from multiple sources including media to locate an answer to a question or to solve a problem. (RI)

### ACADEMIC LANGUAGE

Synonyms, antonym, clarify, meaning, phrase, context, clue, Greek, Latin, paragraph, affix, define, glossary, dictionary, reference, and morpheme

### ASSESSMENT EXEMPLARS

- Build a word web (i.e., a targeted word with synonyms and antonyms).
- Identify words or phrases with multiple meanings, find and define.
- Begin with a word and determine synonyms and antonyms. Place the words to the degree of the meaning (Shades of Meaning).  
Example: white ←————→ Black  
(white, ivory, gray, black, ebony) or (tiny, small, big, giant, ginormous)
- Build a word web—place the root in the middle and derivations with affixes, compounds, multisyllable words built around it.  
Example:  
struct: construct, construction, constructed, instruct, instruction, instructure, structure, etc.

## 4.R.10

### Strand: READING (4.R)

Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.10:** Analyze and discuss the parts of literary text using terms such as chapter, scene, and stanza. (RL)  
Describe the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

**CONCEPTS AND SKILLS TO MASTER**

- Identify text types including but not limited to description, analysis, compare/contrast, cause and effect, explanation, description, definition, chronological, argument, poetry, how to, hapter, scene, stanza problem/solution, etc.
- Describe how the text type helps comprehension and efficient reading.
- Analyze portions of the text and how the structure aids the reader in understanding the text.
- Discuss (oral, written, or digital) the text structure and how the author uses the structure for making definitions, opinions, descriptions, arguments, etc. apparent to the reader.
- Use routines and expectations in discussion to talk about a text and build on collaborative conversations.
- Use search tools (digital, AI, etc.) embedded and external to the text, in order to support comprehension and locate additional information to aid understanding.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 3.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to other's perspectives during discussions.
  - b. Recognize that comments and claims may include two perspectives.
  - c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.
- **Standard 3.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.
- **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL)  
Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)
- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)
- **Standard 3.W.4:** Conduct short research projects to build knowledge about a topic.

- a. Recall and gather relevant information from one or more sources and provide brief notes to demonstrate understanding of the topic.
- b. Interact and collaborate with others throughout the writing process.

<b>RELATED STANDARDS: Current Grade Level</b>
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- **Standard 4.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.

  - a. Respectfully acknowledge and respond to comments and claims.
  - b. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.
  
- **Standard 4.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.

  - a. Include visual displays and/or media, when appropriate, to convey information, elaborate, and enhance engagement of presentations.
  
- **Standard 4.R.10:** Analyze and discuss the parts of literary text using terms such as chapter, scene, and stanza. (RL)

Describe the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
  
- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)

Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)
  
- **Standard 4.W.4:** Conduct short research projects to build knowledge through investigation of different aspects of a topic.

  - a. Recall, gather, and organize information and provide a list of relevant sources.
  - b. Elaborate to demonstrate understanding of the topic under investigation.
  - c. Interact and collaborate with others throughout the writing process.

**RELATED STANDARDS: Future Grade Level**

- **Standard 5.R.10:** Analyze how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text. (RL)  
Compare the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

**ACADEMIC LANGUAGE**

Identify, text types, description, analysis, compare/contrast, cause and effect, explanation, definition, chronological, argument, poetry, how to, chapter, scene, stanza, problem/solution, analyze, structure, search tools, and reference tools

**ASSESSMENT EXEMPLARS**

- Make an infographic, T-chart, etc. (digital or paper/pencil) showing one or more text-types, describe its features and how it helps with efficient reading and comprehending text. (RI)
- Prepare a written analysis of a portion of a text explaining how the author uses portions of the text to support comprehension. (RL)

Examples: How did the title or names of chapters help you understand the sequence and happenings in the text?

The most interesting part about (title) \_\_\_\_\_ is \_\_\_\_\_.

The most surprising event in chapter \_\_\_\_ is when the author \_\_\_\_\_.

- Using a graphic organizer, compile information from a portion of a text gained from paragraphs and text features. (RI)
- Organize paragraphs and or text features into a blind sort of headings (provide a cut up of a portion of the text). (RI)
- Determine the meaning or message the author is expressing within a stanza or scene.

**4.R.11****Strand: READING (4.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.11:** Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)  
Compare a primary and secondary source on the same event or topic. (RI)

#### CONCEPTS AND SKILLS TO MASTER

- Define point of view.
- Comparison
- Identify first person point of view.
- Identify narrator.
- Identify third person.
- Define sources.
- Define primary and secondary sources.

#### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 3.R.11:** Begins in grade 4.

#### RELATED STANDARDS: Current Grade Level

- **Standard 4.W.4:** Conduct short research projects to build knowledge through investigation of different aspects of a topic.
  - a. Recall, gather, and organize information and provide a list of relevant sources.
  - b. Elaborate to demonstrate understanding of the topic under investigation.
  - c. Interact and collaborate with others throughout the writing process.

#### RELATED STANDARDS: Future Grade Level

- **Standard 5.R.11:** Explain how a narrator's or speaker's point of view influences how events are described. (RL)  
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)

#### ACADEMIC LANGUAGE

Point of view, compare, first person, third person, narrator, primary source, and secondary source

**ASSESSMENT EXEMPLARS**

- The story is told from the \_\_\_\_\_ point of view and is different/the same as the \_\_\_\_\_ point of view, because \_\_\_\_\_.
- The \_\_\_\_\_ point-of-view is the most interesting/informative, because \_\_\_\_\_.
- There is a difference between this primary source of \_\_\_\_\_ and the secondary source when \_\_\_\_\_.
- Rewrite a story or event from another character/historical figure's point of view.

**4.R.12****Strand: READING (4.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)  
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)

**CONCEPTS AND SKILLS TO MASTER**

- Identify text features including illustrations.
- Identify descriptions in a story.
- Identify description and directions in a drama (play).
- Understand how to read a drama (play) and how it supports understanding the text.
- Understand how to read a text feature in connection with the text.
- Explain the text features and illustrations purpose.
- Explain a quantitative text feature.
- Interpret how text features and illustrations contribute to the understanding and comprehension of the text.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 4.SL.2:** Clearly summarize information presented in various formats and mediums and explain how the information pertains to the topic.
- **Standard 4.R.11:** Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)  
Compare a primary and secondary source on the same event or topic. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 5.R.12:** Analyze how the visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL)  
Draw on information from multiple sources including media to locate an answer to a question or to solve a problem. (RI)

**ACADEMIC LANGUAGE**

Text feature, illustration, description, drama, connection, quantitative, contributes, understanding, and comprehension

**ASSESSMENT EXEMPLARS**

- After reading an assigned text, write about the importance of the text features and how they contributed to the overall message of the text.
- Perform or do a reader's theater of a drama.
- Dramatize a story or poem using different readers.
- Make a quantitative graphic of some information presented in a text.
- Compare visuals, oral presentations, directions, and descriptions in stories and dramas.

**4.R.13****Strand: READING (4.R)**

Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with

scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text. (RI)

#### CONCEPTS AND SKILLS TO MASTER

- Identify the claim(s) in a text.
- Identify the reasons.
- Identify the evidence.
- Connect the claim(s) with reasons and evidence found in the text.
- Explain how the reasons and evidence support the claim.
- Explain by inferring why an author used certain reasons and evidence to support a particular claim and why it makes sense.

#### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 3.R.13:** Not applicable for RL.  
Explain how claims in a text are supported by relevant reasons and evidence. (RI)

#### RELATED STANDARDS: Current Grade Level

- **Standard 4.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words and phrases to connect the claim to the evidence, and provide a concluding section related to the claim presented.
  - a. Introduce a topic, state a claim that is supported by evidence, produce complex sentences, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - b. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 4.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.
  - a. Introduce a topic, and group related information in paragraphs and/or sections using organizational structures,

produce complex sentences and text features to support the writer's purpose.

- b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
- c. Use precise language and content-specific vocabulary to inform about or explain the topic.
- d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)

Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)

- **Standard 4.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words and phrases to connect the claim to the evidence, and provide a concluding section related to the claim presented.
  - a. Introduce a topic, state a claim that is supported by evidence, produce complex sentences, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - b. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 5.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claims. (RI)

#### **ACADEMIC LANGUAGE**

Claim, evidence, relevant, support, T-chart, and inferring

#### **ASSESSMENT EXEMPLARS**

- After reading an assigned text, create a Tri-Chart with a claim in column A, the evidence to support the claim in column B, and in column C include an explanation of how/why the two are connected.
- Using index cards (digital or paper), create a memory game with claims on one

card and the matching evidence on another card. Explain to your partner why the two go together.

- Using a copy (digital or paper) of the text, highlight a claim(s) with the supporting reason and/or evidence in the same colors. At the bottom of the page, write a one- to two-sentence explanation of why the author chose this reason and/or evidence .

## **4.R.14**

### **Strand: READING (4.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 4.R.14:** Compare the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL)  
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

### **CONCEPTS AND SKILLS TO MASTER**

- Identify the theme, plot, setting, and characters. (RL)
- Identify similar characters. (RL)
- Define stories and myths from different cultures.
- Identify patterns in stories and myths.
- Compare two or more traditional stories or myths from two or more cultures.
- Identify important points. (RI)
- Identify key details. (RI)
- Compare two or more important points from two texts. (RI)
- Use information from texts to write about a topic.
- Integrate information from two or more authors into one written response to a prompt.

### **CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 3.R.14:** Compare the themes, settings, and plots of stories written about the same or similar characters. (RL)

Compare the most important points and key details presented in two texts on the same topic. (RI)

#### **RELATED STANDARDS: Current Grade Level**

- **Standard 4.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.
  - a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features to support the writer's purpose.
  - b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
  - c. Use precise language and content-specific vocabulary to inform about or explain the topic.
  - d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 4.R.6:** Read a variety of text types, including those from diverse cultures to determine a theme or main idea, and explain how it is supported by key details; summarize texts using textual evidence. (RL & RI)
- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)  
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 5.R.14:** Compare stories in the same genre on their approaches to similar themes and topics. (RL)  
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

#### **ACADEMIC LANGUAGE**

Identify, theme, plot, setting and characters, similar, story, myths, culture, pattern, points, details, and compare

**ASSESSMENT EXEMPLARS**

- Read two or more texts with similar themes, plots or characters. Compare the elements for similarities and differences. How is one text similar to the other? How are they different? What patterns, characters, themes or plots are the same?

Example: Lon Po Po and Little Red Riding Hood

- Read myths from two or more cultures that explain the same item or event (e.g., sun, moon, stars, earth, volcanoes, etc.). Compare the two myths for similarities and differences.
- After reading information about a topic, organize the information and integrate the important points and or details into a written report or response to a prompt. Be sure to paraphrase and use relevant reasons, details, and facts.

**WRITING****4.W.1****Strand: WRITING (4.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 4.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words and phrases to connect the claim to the evidence, and provide a concluding section related to the claim presented.
  - Introduce a topic, state a claim that is supported by evidence, produce complex sentences, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

**CONCEPTS AND SKILLS TO MASTER**

- Introduce a topic.
- State a claim.
- Support one or more point(s) of view with evidence.
- Connect the claim with evidence.
- Link words and phrases to build compound and complex sentences and text cohesion.

- Compose a concluding section.
- Relate points, introduction, and conclusion to the claim.
- Provide an organized structure for the argument.
- Use simple, compound, and complex sentences.
- Use appropriate conventions including beginning and ending punctuation, commas, specific or descriptive words such as nouns, verbs, adjectives and correct spelling.
- Utilize a checklist/rubric.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.
  - b. Read and spell words with all six-syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - c. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.
  - e. Read and spell common irregular words.
- **Standard 3.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence, using linking words and phrases to connect the claim to the evidence, and provide a concluding statement.
  - a. Introduce the topic, state a claim, and create an organizational structure that provides evidence.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 3.W.5:** Legibly write all upper- and lowercase cursive and manuscript letters.

### RELATED STANDARDS: Current Grade Level

- **Standard 4.W.2:** Write informative/explanatory pieces to examine a topic that

conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.

- a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features to support the writer's purpose.
- b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
- c. Use precise language and content-specific vocabulary to inform about or explain the topic.
- d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

- **Standard 4.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Include visual displays and/or media, when appropriate, to convey information, elaborate, and enhance engagement of presentations.

- **Standard 4.R.10:** Analyze and discuss the parts of literary text using terms such as chapter, scene, and stanza. (RL)  
Describe the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

- **Standard 4.R.11:** Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)  
Compare a primary and secondary source on the same event or topic. (RI)

- **Standard 4.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text. (RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 5.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words, phrases, and clauses to connect the claim to the evidence, and provide a concluding section related to the claim presented.
  - a. Introduce a topic, state a claim supported by evidence,

and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

- b. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style to develop the argument.
- c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

### ACADEMIC LANGUAGE

Introduction, topic, claim, point of view, evidence, linking words and phrases, compound sentences, complex sentences, text cohesion, conclusion, related, organization, conventions, commas, descriptions, nouns, verbs, and adjectives

### ASSESSMENT EXEMPLARS

After reading or researching information on \_\_\_\_\_, write an argument in which you state your claim and support your point of view with evidence. Be sure your response follows an organizational structure that introduces the topic, uses linking words, and phrases and provides a concluding section.

■ Scoring could include a simple rubric with the following elements:

- ▶ Introduction of the topic
- ▶ Organizational structure
- ▶ Stated claim connected to textual evidence
- ▶ Supported point of view using evidence from the text
- ▶ Simple, compound, and complex sentences
- ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
- ▶ Linking words and phrases
- ▶ Concluding section

## 4.W.2

### Strand: WRITING (4.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 4.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.
  - a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures,

produce complex sentences, and text features to support the writer's purpose.

- b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
- c. Use precise language and content-specific vocabulary to inform about or explain the topic.
- d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

### CONCEPTS AND SKILLS TO MASTER

- Introduce a topic.
- Locate facts, definitions, and details.
- Use descriptions to paraphrase information.
- Group related information.
- Use headings.
- Use text features.
- Make decisions based on relevance.
- Use quotations and examples.
- Use linking words and phrases to build compound and complex sentences and text cohesion.
- Compose a concluding section.
- Provide an organized structure for the topic.
- Use simple, compound, and complex sentences.
- Use appropriate conventions including beginning and ending punctuation, commas, specific or descriptive words such as nouns, verbs, adjectives and correct spelling.
- Utilize a checklist/rubric.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.
  - b. Read and spell words with all six-syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - c. Identify and know the meaning of the most common prefixes and derivational suffixes.

- d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.
- e. Read and spell common irregular words.

- **Standard 3.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding statement.
  - a. Introduce and develop a topic using facts, definitions, details, and group related information and graphics together.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 3.W.5:** Legibly write all upper- and lowercase cursive and manuscript letters.

<b>RELATED STANDARDS: Current Grade Level 4th</b>
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- **Standard 4.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words and phrases to connect the claim to the evidence, and provide a concluding section related to the claim presented.
  - a. Introduce a topic, state a claim that is supported by evidence, produce complex sentences, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - b. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 4.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution.
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words and phrases to manage the sequence of events.
  - d. Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely.

- e. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

- **Standard 4.R.10:** Analyze and discuss the parts of literary text using terms such as chapter, scene, and stanza. (RL)  
Describe the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
- **Standard 4.R.11:** Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)  
Compare a primary and secondary source on the same event or topic. (RI)
- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)  
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)
- **Standard 4.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text. (RI)

<b>RELATED STANDARDS: Future Grade Level 5th</b>
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- **Standard 5.W.2:** Write informative/explanatory pieces to examine a topic that links and conveys ideas and information clearly, using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections, and provide a concluding section related to the information or explanation presented.
  - a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features, including multimedia when useful, to support the writer's purpose.
  - b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
  - c. Use precise language and content-specific vocabulary to inform about or explain the topic.
  - d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

**ACADEMIC LANGUAGE**

Introduction, topic, facts, definitions, details, descriptions, paraphrase, information, related information, headings, text features, relevance, quotations, examples, linking words, phrases, compound/complex sentence, text cohesion, conclusion, organization, punctuation, comma, noun, verb, adjective, adverb, and rubric

**ASSESSMENT EXEMPLARS**

After reading or researching information on \_\_\_\_\_, write an explanation with facts, definitions and details, using relevant evidence from the text. Be sure your response follows an organizational structure that introduces the topic, uses linking words, and phrases and provides a concluding section.

■ Scoring could include a simple rubric with the following elements:

- ▶ Introduction of the topic
- ▶ Organizational structure
- ▶ Connected textual evidence
- ▶ Relevance
- ▶ Facts, details and descriptions
- ▶ Simple, compound, and complex sentences
- ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
- ▶ Linking words and phrases
- ▶ Concluding section

**4.W.3****Strand: WRITING (4.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 4.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words and phrases to manage the sequence of events.
  - d. Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely.

- e. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

### CONCEPTS AND SKILLS TO MASTER

- Establish a situation.
- Provide an introduction.
- Build and describe characters.
- Describe details and experiences with sensory words (e.g., smooth, angry, upset, elated, nervous, slick, etc.).
- Organize the plot structure.
- Build an event sequence.
- Use descriptions, adjectives, and adverbs.
- Use linking words and phrases to build compound and complex sentences and text cohesion.
- Compose a conclusion.
- Provide an organized structure such as a chronology.
- Provide graphics or illustrations as appropriate.
- Use simple, compound, and complex sentences.
- Use appropriate conventions including beginning and ending punctuation, commas, specific or descriptive words such as nouns, verbs, adjectives.
- Use correct spelling.
- Utilize a checklist/rubric.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.
  - b. Read and spell words with all six-syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - c. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic, etc.) when reading and spelling.

e. Read and spell common irregular words.

- **Standard 3.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, event sequences, and provide a concluding statement.
  - a. Set the scene and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use dialogue and descriptions of actions, thoughts, and emotions.
  - d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 3.W.5:** Legibly write all upper- and lowercase cursive and manuscript letters.

<b>RELATED STANDARDS: Current Grade Level</b>
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- **Standard 4.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.
  - a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features to support the writer's purpose.
  - b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
  - c. Use precise language and content-specific vocabulary to inform about or explain the topic.
  - d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 4.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Include visual displays and/or media, when appropriate, to convey information, elaborate, and enhance engagement of presentations.
- **Standard 4.R.7:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL)  
Explain events, procedures, ideas, or concepts in a histori-

cal, scientific, or technical text, including what happened and why, based on specific information in the text. (RI)

- **Standard 4.R.10:** Analyze and discuss the parts of literary text using terms such as chapter, scene, and stanza. (RL)  
Describe the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
- **Standard 4.R.11:** Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)  
Compare a primary and secondary source on the same event or topic. (RI)
- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)  
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)
- **Standard 4.R.14:** Compare the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL)  
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 5.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, well-structured event sequences, and provide a resolution.
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - d. Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely.
  - e. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

**ACADEMIC LANGUAGE**

Situation, characters, descriptions, details, sensory words, plot, structure, sequence, events, adjectives, adverbs, linking words, complex/compound sentences, cohesion, conclusion, organized, relevant, illustration, comma, and rubric

**ASSESSMENT EXEMPLARS**

- Real experience: After reading about \_\_\_\_\_, tell about a time when you experienced a similar situation. Be sure to introduce the characters, tell the events in order, use dialogue where necessary, include descriptive details and provide a conclusion.
- Imagined experience: After reading about \_\_\_\_\_, tell about an imaginary experience where you are the character. How will you respond to a similar experience? Develop an introduction describing characters, using dialogue, setting, use a logical sequence, and bring the story to a conclusion.
- Scoring could include a rubric with the following elements:
  - ▶ Introduction
  - ▶ Organizational structure (beginning, middle, end)
  - ▶ Descriptions, details
  - ▶ Character, setting, dialogue
  - ▶ Simple, compound, and complex sentences
  - ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
  - ▶ Linking words and phrases

**4.W.4****Strand: WRITING (4.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 4.W.4:** Conduct short research projects to build knowledge through investigation of different aspects of a topic.
  - a. Recall, gather, and organize information and provide a list of relevant sources.
  - b. Elaborate to demonstrate understanding of the topic under investigation.
  - c. Interact and collaborate with others throughout the writing process.

**CONCEPTS AND SKILLS TO MASTER**

- Analyze a prompt or topic.
- Use graphic organizers.

- Use provided relevant sources or acquire relevant sources.
- Read text to gather evidence and information.
- Paraphrase and elaborate on the topic.
- Group related information into categories.
- Collaborate with peers to organize, revise, and edit.
- Build draft(s).
- Revise independently.
- Edit independently.
- Use explanations, descriptions, and words to provide understanding of the topic/prompt.
- Utilize a checklist/rubric.

#### **CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 3.W.4:** Conduct short research projects to build knowledge about a topic.
  - a. Recall and gather relevant information from one or more sources and provide brief notes to demonstrate understanding of the topic.
  - b. Interact and collaborate with others throughout the writing process.

#### **RELATED STANDARDS: Current Grade Level**

- **Standard 4.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words and phrases to connect the claim to the evidence, and provide a concluding section related to the claim presented.
  - a. Introduce a topic, state a claim that is supported by evidence, produce complex sentences, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - b. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 4.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.
  - a. Introduce a topic and group related information in

paragraphs and/or sections using organizational structures, produce complex sentences, and text features to support the writer's purpose.

- b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
- c. Use precise language and content-specific vocabulary to inform about or explain the topic.
- d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

- **Standard 4.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words and phrases to manage the sequence of events.
  - d. Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely.
  - e. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

- **Standard 4.W.5:** Write fluently in cursive and manuscript.

- **Standard 4.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
- a. Acknowledge and respond respectfully to comments and claims.
  - b. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.

- **Standard 4.R.5:** Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

- **Standard 4.R.6:** Read a variety of text types, including those from diverse cultures to determine a theme or main idea and explain how it is supported by key details; summarize texts using textual evidence. (RL & RI)

- **Standard 4.R.10:** Analyze and discuss the parts of literary text using terms such as chapter, scene, and stanza. (RL)  
Describe the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
- **Standard 4.R.11:** Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)  
Compare a primary and secondary source on the same event or topic. (RI)
- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)  
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)
- **Standard 4.R.14:** Compare the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL)  
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 5.W.4:** Conduct short research projects to craft an argument or answer a question.
  - a. Gather, summarize, and paraphrase information and provide a list of relevant sources.
  - b. Elaborate to demonstrate understanding of the topic under investigation.
  - c. Interact and collaborate with others throughout the writing process.

#### **ACADEMIC LANGUAGE**

Analyze, prompt, topic, graphic organizers, relevant, sources, evidence, information, paraphrase, elaborate, categories, collaborate, peers, organize, revise, edit, draft, explain, inform, describe, and rubric

#### **ASSESSMENT EXEMPLARS**

Research a topic or question using sources on \_\_\_\_\_ to produce, publish, and present a product. Be sure to collaborate with your partner/peers and utilize a graphic organizer for taking notes and organizing information. Build

drafts, illustrations or graphics, and revise with peers. Analyze your work with the teacher-provided rubric.

- Scoring could include a rubric with the following elements:
  - ▶ Introduction statement or section of the topic
  - ▶ Organizational structure
  - ▶ Connected textual evidence
  - ▶ Facts, details, and descriptions
  - ▶ Peer collaboration
  - ▶ Revision checklist
  - ▶ Quotations (where appropriate)
  - ▶ Simple, compound, and complex sentences
  - ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
  - ▶ Linking words and phrases
  - ▶ Concluding section

## 4.W.5

### Strand: WRITING (4.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 4.W.5:** Fluently write in cursive and manuscript.

#### CONCEPTS AND SKILLS TO MASTER

- Fluent strokes
- Consistent pencil grip and paper placement
- Fluent spacing/letter connectedness
- Accurate letter formation
- Fluent writing (rate for producing thought)

#### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 3.W.5:** Legibly write all upper- and lowercase cursive and manuscript letters.

#### RELATED STANDARDS: Current Grade Level

- **Standard 4.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.

**RELATED STANDARDS: Future Grade Level**

- **Standard 5.W.5:** Fluently write in cursive and manuscript.

**ACADEMIC LANGUAGE**

Cursive, strokes, spacing, letter formation, paper placement, and fluency

**ASSESSMENT EXEMPLARS**

- Have students write a paragraph in cursive.
- Rate, on a rubric, the legibility of cursive letter formations.
- After doing a quick-write on a topic, have students rate writing for letter formation, legibility, and fluency.
- Sample rubric could include:
  - ▶ Strokes
  - ▶ Spacing/letter connectedness
  - ▶ Letter formation
  - ▶ Legibility

**GRAMMAR AND CONVENTIONS PROGRESSION CHART**

The following table provides a suggested list of grammar and conventions for teachers to use when implementing the P-12 Utah English Language Arts Standards, specifically writing standards one through three and speaking and listening standard three. Teaching grammar and conventions is a component of overall language instruction. Therefore, this instruction needs to be embedded within contexts where students are authentically producing and consuming language (i.e., reading, writing, and speaking and listening) rather than taught as isolated skills

[Language and Convention Skills Table.docx](#)

**Language and Convention Skills**

GRADE	P3	P4	K	1	2	3	4	5	6	7-8	9-10	11-12
Capitalize the first word in a sentence and the pronoun I.												
Use common nouns, verbs, and prepositions.												
Distinguish between common and proper nouns and capitalize appropriately.												
Use singular and plural nouns with matching verbs.												
Use personal, possessive, and indefinite pronouns.												
Use reflexive pronouns.												
Recognize and correct inappropriate shifts in pronoun number and person.												
Recognize and correct vague pronouns (i.e., those with unclear or ambiguous antecedents).												
Use verbs to convey a sense of past, present, and future.												
Form and use the past tense of frequently occurring irregular verbs.												
Follow subject-verb and pronoun-antecedent agreement.												
Recognize and correct inappropriate shifts in verb tense.												
Use common adjectives, conjunctions, and determiners.												

GRADE	P3	P4	K	1	2	3	4	5	6	7-8	9-10	11-12
Use adjectives and adverbs, and choose between them depending on what is to be modified.												
Use end punctuation for sentences.												
Use an apostrophe to form contractions and frequently occurring possessives.												
Use punctuation to separate items in a series.												
Use punctuation (i.e., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.												
Select words and phrases for effect.												
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
Correctly use frequently confused words and homophones (e.g., to/too/two; there/their).												
Use hyphens correctly.												
Choose words and phrases to convey ideas precisely and clearly.												
Use correct punctuation for effect (i.e. dashes, semi-colons, etc.)												
Vary sentence patterns for meaning, reader/listener interest, and style.												
Maintain consistency in style and tone.												
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
Recognize and correct inappropriate shifts in active/passive voice and mood.												
Use parallel structure.												



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