

CONVENTIONS OF STANDARD ENGLISH		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Language Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>) Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* 			
<p>Language Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. 			
KNOWLEDGE OF LANGUAGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Language 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.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrase to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 			

VOCABULARY ACQUISITION AND USE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Language 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.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). 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. 			
<p>Language Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 			
<p>Language Standard 6: Acquire & use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, & listening at the college/career readiness level; demonstrate independence in gathering vocab knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>			