Grade 4 Appendix

4BRH

Building Reading Habits

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| **Phonics and Word Recognition** | •Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| **Vocabulary** | •Correctly use frequently confused words (e.g., to, too, two; there, their).  •Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph).  •Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  •Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) 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). |
| **Knowledge of Language and Conventions** | • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).  •Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.  •Use modal auxiliaries (e.g., can, may, must) to convey various conditions.  •Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  •Form and use prepositional phrases.  •Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |

Grade 4 Appendix

4BWH

Building Writing Habits

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| **Mechanics** | •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. |
| **Word Use** | • Correctly use frequently confused words (e.g., to, too, two; there, their).\*  •Choose words and phrases to convey ideas precisely.\*  •Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  •Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  •Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) 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). |
| **Grammar / Language** | •Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).  •Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.  •Use modal auxiliaries (e.g., can, may, must) to convey various conditions.  •Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  • Form and use prepositional phrases.  •Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  •3 Choose punctuation for effect.\* |