

Simple Solutions

English 4

Standards Addressed in Grade 4

The Grade 4 edition of *Simple Solutions English* includes material associated with 37 Standards for English Language Arts (13 review standards and 24 fourth-grade standards). The code for each lesson or quiz item indicates the standard that is addressed or supported by that item.

Review Standards

L.1.2c	L.3.2b
L.2.2b	L.3.2e
L.2.2c	L.3.4b
L.2.4d	
L.3.1	RF.3.3a
L.3.1a	RF.3.3c
L.3.1b	RF.3.3d

Grade 4 Standards

L.4.1a	L.4.3*	RF.4.3a
L.4.1b	L.4.3a	
L.4.1c	L.4.3c	
L.4.1d		RI.4.5
L.4.1e	L.4.4a	RI.4.7
L.4.1f	L.4.4b	
L.4.1g	L.4.4c	
		W.4.5
	L.4.5a	
L.4.2a	L.4.5b	
L.4.2b	L.4.5c	
L.4.2c		
L.4.2d		

*** Publisher’s Notes:**

Simple Solutions items coded as **L.4.3** may address any aspect of sentence writing, for example, the four sentence types, effective use of punctuation, parts of a sentence, or sentence structure (simple, compound, or complex).

In the Topic Guide, the lesson number given indicates the first time the standard is addressed.

Simple Solutions

English 4

Review Standards from Previous Grades

Standard

Use commas in dates and to separate single words in a series.....	L.1.2c
Use commas in greetings and closings of letters	L.2.2b
Use an apostrophe to form contractions	L.2.2c
Use knowledge of the meaning of individual words to predict the meaning of compound words	L.2.4d
Use Articles	L.3.1
Explain the function of nouns and their function in a sentence	L.3.1a
Explain the function of verbs and their function in a sentence	L.3.1a
Explain the function of pronouns and their function in a sentence	L.3.1a
Explain the function of adjectives and their function in a sentence	L.3.1a
Explain the function of adverbs and their function in a sentence	L.3.1a
Form and use regular / irregular plural nouns	L.3.1b
Use commas in addresses	L.3.2b
Use conventional spelling for adding suffixes to base words	L.3.2e
Determine the meaning of a new word when an affix is added	L.3.4b
Identify / know meaning of common prefixes and suffixes	RF.3.3a
Decode multi-syllable words	RF.3.3c
Read grade-appropriate irregularly spelled words	RF.3.3d

Simple Solutions

English 4

Topic Guide

<u>Topic</u>	<u>Lesson #</u>	<u>Standard</u>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking1	L.4.3
<i>(Includes features of a sentence/sentence types/parts of a sentence)</i>		
Use correct capitalization2	L.4.2a
<i>(Includes all capitalization rules)</i>		
Spell grade-appropriate words correctly, consulting references as needed.....5	L.4.2d
Correctly use frequently confused words (eg., to, too, two)9	L.4.1g
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.....13	RF.4.3a
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).17	L.4.5c
Use commas and quotation marks to mark direct speech and quotations from a text21	L.4.2b
Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word26	L.4.4b
Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.....31	L.4.3c
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3.)37	W.4.5
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase41	L.4.4a

Topic Guide (continued)

<u>Topic</u>	<u>Lesson #</u>	<u>Standard</u>
Explain the meaning of simple similes and metaphors in context	47	L.4.5a
Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions	53	L.4.1c
Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)	57	L.4.1d
Use a comma before a coordinating conjunction in a compound sentence	62	L.4.2c
Form and use the progressive (e.g., <i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i>) verb tenses	66	L.4.1b
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	73	L.4.1f
Recognize and explain the meaning of common idioms, adages, and proverbs.....	77	L.4.5b
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	81	L.4.4c
Use relative pronouns (<i>who</i> , <i>whose</i> , <i>whom</i> , <i>which</i> , <i>that</i>) and relative adverbs (<i>where</i> , <i>when</i> , <i>why</i>)	85	L.4.1a
Form and use prepositional phrases	89	L.4.1e
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	93	RI.4.7
Choose words and phrases to convey ideas precisely.....	98	L.4.3a
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text	100	RI.4.5