

LINCOLN PUBLIC SCHOOLS
English Language Arts Learning Expectations: Grade 4

Massachusetts
Standards

Strand:
Language

Students will be able
to:

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

Big Ideas

- Through the study of English grammar and word usage, students gain more control over their writing and speaking allowing them to deliver more precise messages.
- The English language varies in formality and regional, cultural, and social dialects.
- Words are learned through immersion in word-rich environments, reading across texts and genres, and explicit instruction.

Key Outcomes

Students will demonstrate an understanding of **language** by:

- Using conventions of standard English capitalization, punctuation, and spelling when writing. (Standard 2)
- Using knowledge of language and its conventions when writing, speaking, reading, or listening. (Standard 3)
- Determining or clarifying the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (Standard 4)
- Acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). (Standard 6)

Essential Knowledge and Skills

Students will:

- 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.
- Correctly use confused words (*e.g. to, too, two, there, their*).
- Write legibly by hand, using either printing or cursive handwriting.
- 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.
- Choose words and phrases 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*).
- 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., telegraph, photograph, autograph*).
- 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.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (*Standard 5*)
- 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*).