



Module #6

PRESERVING THE WAYS – CULTURE AND TRADITION

(4th grade - Short Lesson plan #2)

DEVELOPED BY: Lynette St. Clair, Eastern Shoshone

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RI.4.3- Key Ideas and Details

CCSS.ELA-Literacy.RL.4.1 - Key Ideas and Details

CCSS.ELA-Literacy.RL.4.2 - Key Ideas and Details

CCSS.ELA-Literacy.RL.4.3 - Key Ideas and Details

CCSS.ELA-Literacy.RL.4.6 - Craft and Structure

CCSS.ELA-Literacy.RL.4.9 - Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RF.4.4 - Fluency

CCSS.ELA-Literacy.RF.4.4.a - Fluency

CCSS.ELA-Literacy.RF.4.4.b - Fluency

CCSS.ELA-Literacy.RF.4.4.c - Fluency

CCSS.ELA-Literacy.W.4.1 - Text Types and Purposes

CCSS.ELA-Literacy.W.4.1.a - Text Types and Purposes

CCSS.ELA-Literacy.W.4.1.b - Text Types and Purposes

CCSS.ELA-Literacy.W.4.1.c - Text Types and Purposes

CCSS.ELA-Literacy.W.4.1.d - Text Types and Purposes

CCSS.ELA-Literacy.W.4.2 - Text Types and Purposes

CCSS.ELA-Literacy.W.4.2.d - Text Types and Purposes

CCSS.ELA-Literacy.W.4.2.e - Text Types and Purposes

CCSS.ELA-Literacy.W.4.4 - Production and Distribution of Writing

CCSS.ELA-Literacy.W.4.5 - Production and Distribution of Writing

CCSS.ELA-Literacy.W.4.8 - Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.4.9 - Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.4.9.a - Research to Build and Present Knowledge

CCSS.ELA-Literacy.SL.4.1 - Comprehension and Collaboration

CCSS.ELA-Literacy.SL.4.1.a - Comprehension and Collaboration

CCSS.ELA-Literacy.SL.4.1.b - Comprehension and Collaboration

CCSS.ELA-Literacy.SL.4.1.c - Comprehension and Collaboration

CCSS.ELA-Literacy.SL.4.1.d - Comprehension and Collaboration

CCSS.ELA-Literacy.SL.4.2 - Comprehension and Collaboration

CCSS.ELA-Literacy.SL.4.3 - Comprehension and Collaboration

CCSS.ELA-Literacy.SL.4.4 - Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.4.5 - Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.4.6 - Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.L.4.1 - Conventions of Standard English

CCSS.ELA-Literacy.L.4.1.a - Conventions of Standard English



CCSS.ELA-Literacy.L.4.1.b - Conventions of Standard English
CCSS.ELA-Literacy.L.4.1.c - Conventions of Standard English
CCSS.ELA-Literacy.L.4.1.d - Conventions of Standard English
CCSS.ELA-Literacy.L.4.1.e - Conventions of Standard English
CCSS.ELA-Literacy.L.4.1.f - Conventions of Standard English
CCSS.ELA-Literacy.L.4.g - Conventions of Standard English
CCSS.ELA-Literacy.L.4.2 - Conventions of Standard English
CCSS.ELA-Literacy.L.4.2.a - Conventions of Standard English
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CCSS.ELA-Literacy.L.4.2.c - Conventions of Standard English
CCSS.ELA-Literacy.L.4.2.d - Conventions of Standard English
CCSS.ELA-Literacy.L.4.3 - Knowledge of Language
CCSS.ELA-Literacy.L.4.3.a - Knowledge of Language
CCSS.ELA-Literacy.L.4.3.b - Knowledge of Language
CCSS.ELA-Literacy.L.4.3.c - Knowledge of Language
CCSS.ELA-Literacy.L.4.4 - Vocabulary Acquisition and Use
CCSS.ELA-Literacy.L.4.4.a - Vocabulary Acquisition and Use

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming State Social Studies Standards (2018) 3RD – 5TH Grade

(see Standard Definitions at end of Lesson)

WY Standard 2: SS.5.2.1, SS5.2.2, SS5.2.3

WY Standard 5: SS5.4.4

Wyoming State Language Arts Standards– 4th Grade 2012

Reading Standards for Literature K–5

Key Ideas and Detail

Integration of Knowledge and Ideas

Reading Standards: Foundational Skills (K–5)

Fluency

Writing:

Text Types and Purpose

Production and Distribution of Writing

Research to Build and Present Knowledge

Speaking and Listening Standards K–5

Comprehension and Collaboration

Presentation of Knowledge and Ideas

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Usage



DURATION: 1-2 class periods

MATERIALS REQUIRED: (Information located in resource section)

Computer and internet access

Worksheet – “Storyboard of *Coyote Steals Fire*”

Smartboard/Television

Coyote Steals Fire – A Shoshone Tale as told by Helen Timbimboo, Northwestern Shoshone Elder and Illustrated by the Northwestern Band of the Shoshone Nation. Utah State University Press, Logan Utah. ISBN 0-87421-618-4 (pbk. : alk. paper)

KEY VOCABULARY:

Culture –

Oral tradition –

Clan –

Elder –

DESCRIPTOR:

For many Native American tribes throughout the United States, the history of their tribes have been handed down through oral traditions. Tribal stories associate situations in life that often carry a message or lesson that can be used to help people resolve issues or gain valuable knowledge. Like any other community, the Eastern Shoshone people have retained their traditional stories and continue to pass that knowledge down to younger generations from the elders.

This lesson will introduce students to the diverse native communities throughout the United States. Although tribal societies have their own stories specific to their region/tribe, they all share the common thread of indigenous perspectives in regards to lessons in life through oral tradition. Students will learn how the teachings of their elders provide valuable concepts of life that can only be learned through shared experiences. Regardless of your ethnic background, we can all agree that our older generations have lived a full life and have knowledge to share for which we must show our gratitude and respect them at all times.

LEARNING OBJECTIVES:

1. Students will acquire knowledge of the diverse tribal communities in the United States.
2. Students will discuss the importance of oral history and traditions and how it relates to them.



3. Students will compare the differences between early educational experiences of the Native American and non-native students, using key vocabulary words.
4. Students will examine the importance of generosity that the Shoshone people share with other tribes as well as the non-native community.

LESSON INTRODUCTION:

The Shoshone people come from a larger tribal community that includes Western Shoshone, Northern Shoshone, Paiute, and Comanche. These relative bands often share and borrow from each other, helping to maintain stories and traditions.

Students will learn about the value of generosity and sharing through the book titled *How the Coyote Stole Fire* as told by Helen Timbimboo, Northern Shoshone elder. After reading the book, students can discuss the role their grandparents have in their lives. In most tribal communities, storytelling is viewed as the way in which proper moral training is taught and acquired. In the Shoshone community, families would go to friends or relatives homes and gather in the winter for storytelling. Usually, the grandmother would be the designated storyteller, having the children gather around and listen.

These stories were traditionally told in the Shoshone language and only told during the winter months. Because of the limited language speakers that remain, only children whose families still know the oral stories are able to hear them told in the traditional way. However, thanks to the advances in technology, many students are able to access these stories by going to their community library.

STEP BY STEP PROCEDURE:

- Step 1:** Watch the video modules titled “Preserving Our Ways – Culture & Tradition” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia> and the WyomingPBS video module titled “Who Are the Eastern Shoshone?” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>
- Step 2:** Discuss with students the basic history as told in the video and describe the similarities shared by the Shoshone and non-native communities.
- Step 3:** Have students share their perspective of Native Americans in general. This can be an open discussion within the class and should not take more than 5 minutes.
- Step 4:** Present the book titled *Coyote Steals Fire* to the class. Discuss how this is based on a Shoshone story and how traditionally stories are passed down from grandparents to grandchildren.
- Step 5:** Have students take turns reading the book aloud in class.



Step 6: After you have read the book, have students write their own thoughts about the story.

Some prompts can be:

- a) Who are the most important characters in this story?
- b) What is this story about? Be detailed.

Step 7: Have students complete a book review worksheet (located in the resource section).

REVIEW:

Students can write a short story based on the following questions:

1. What childhood story have you heard from an older family member?
2. Was there a lesson that was taught to you in this story?
3. What story will you pass down to your children?

EVAULATION:

1. Students will be able to retell their own story.
2. When asked, students will be able to explain how oral tradition plays an important role in retaining history.
3. Students will be able to explain why older people are highly respected in the Shoshone community, as well as other tribal communities.

RESOURCES FOR TEACHERS:

Wyoming PBS video module titled “Who Are the Eastern Shoshone?” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Wyoming PBS video module titled “Preserving Our Ways – Culture & Tradition” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Coyote Steals Fire – A Shoshone Tale as told by Helen Timbimboo, Northwestern Shoshone Elder and Illustrated by the Northwestern Band of the Shoshone Nation. Utah State University Press, Logan Utah. ISBN 0-87421-618-4 (pbk. : alk. paper)



Name:

EXTENSION WORKSHEET 1 – STORYBOARD OF COYOTE STEALS FIRE

How artistic are you? Create your own storyboard recalling the story titled *Coyote Steals Fire*. Use your imagination and make your own story using the images listed below:

Coyote

Stink Bug

Grandmother

Fire

Packrat

Porcupine

Fish

Tipi

Mountains

Southwest landscape

(Place your images in the boxes below)



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.4.3

- 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.

Literacy

Key Ideas and Details:

CCSS.ELA-Literacy.RL.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2

- Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3

- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

CCSS.ELA-Literacy.RL.4.6

- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.4.9

- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Reading: Foundation Skills

Fluency:

CCSS.ELA-Literacy.RF.4.4

- Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.4.4.a

- Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.4.4.b

- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.



CCSS.ELA-Literacy.RF.4.4.c

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

Text Types and Purposes:

CCSS.ELA-Literacy.W.4.1

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1.a

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.4.1.b

- Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.1.c

- Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).

CCSS.ELA-Literacy.W.4.1.d

- Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.4.2

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.4.2.d

- Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.4.2.e

- Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.4.4

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.4.5

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.4.8

- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-Literacy.W.4.9

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.4.9.a

- Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Speaking & Listening:

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.4.1

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.4.1.a

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.4.1.b

- Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.4.1.c

- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-Literacy.SL.4.1.d

- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.4.2

- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3

- Identify the reasons and evidence a speaker provides to support particular points.



Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.4.4

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.4.5

- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.SL.4.6

- 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 formal English when appropriate to task and situation.

Language:

Conventions of Standard English:

CCSS.ELA-Literacy.L.4.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.4.1.a

- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

CCSS.ELA-Literacy.L.4.1.b

- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

CCSS.ELA-Literacy.L.4.1.c

- Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

CCSS.ELA-Literacy.L.4.1.d

- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

CCSS.ELA-Literacy.L.4.1.e

- Form and use prepositional phrases.

CCSS.ELA-Literacy.L.4.1.f

- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CCSS.ELA-Literacy.L.4.g

- Correctly use frequently confused words (e.g., *to, too, two; there, their*).



CCSS.ELA-Literacy.L.4.2

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.4.2.a

- Use correct capitalization.

CCSS.ELA-Literacy.L.4.2.b

- Use commas and quotation marks to mark direct speech and quotations from a text.

CCSS.ELA-Literacy.L.4.2.c

- Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-Literacy.L.4.2.d

- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-Literacy.L.4.3

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.4.3.a

- Choose words and phrases to convey ideas precisely.

CCSS.ELA-Literacy.L.4.3.b

- Choose punctuation for effect.

CCSS.ELA-Literacy.L.4.3.c

- 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:

CCSS.ELA-Literacy.L.4.4

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.4.4.a

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.



WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming State Social Studies Standards - 3rd - 5th Grade (2018)

Social Studies Content Standard 2 - Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

Rationale

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to peoples of local, tribal, state, national, and global communities.

SS.5.2.1

Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs).

SS5.2.2

Describe, compare and contrast ways in which unique expressions of culture (e.g., tribal affiliation, language, spirituality, stories, folktales, music, art, and dance) influence people.

SS5.2.3

Identify and describe characteristics and contributions of local and state cultural groups, including Indigenous Tribes of Wyoming, in Wyoming and the region.

Social Studies Content Standard 4 - Time, Continuity, and Change

Students analyze events, people, problems, and ideas within their historical contexts.

Rationale

Students need to understand their historical roots and how events shape the past, present, and future. Students must know what life was like in the past to comprehend how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting events affecting individual, local, tribal, state, national, and global histories.



SS5.4.4

Discuss different groups that a person may belong to, including Indigenous Tribes of Wyoming, (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

Wyoming State Language Arts Standards– 4th Grade 2012

Reading Standards for Literature K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Detail

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions.)

Integration of Knowledge and Ideas

9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Reading Standards: Foundational Skills (K–5)

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

Text Types and Purpose

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

- b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
 - b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Speaking and Listening Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
2. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
3. Follow agreed-upon rules for discussions and carry out assigned roles.
4. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
5. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
6. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
7. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

1. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.
2. Add audio recordings and visual displays to enhance the development of main ideas or themes.
3. 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 formal English when appropriate to task and situation.

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - e. Form and use prepositional phrases.



- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g. Correctly use frequently confused words (e.g., to, too, two; there, their).
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. 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 Usage

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. 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.