



Module #6

PRESERVING THE WAYS – CULTURE AND TRADITION

(4th grade - Short Lesson plan)

LESSON PLAN DEVELOPED BY: Alberta Oldman – Northern Arapaho

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.4.2 - Key Ideas and Details
CCSS.ELA – Literacy.RF.4.3 - Phonics and Word Recognition
CCSS.ELA – Literacy.RF.4.3.a - Phonics and Word Recognition
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.4.2 - Text Types and Purpose
CCSS.ELA – Literacy.W.4.2.a - Text Types and Purpose
CCSS.ELA – Literacy.W.4.2.b - Text Types and Purpose
CCSS.ELA – Literacy.W.4.2.c - Text Types and Purpose
CCSS.ELA – Literacy.W.4.2.d - Text Types and Purpose
CCSS.ELA – Literacy.W.4.3 - Text Types and Purpose
CCSS.ELA – Literacy.W.4.3 .b - Text Types and Purpose
CCSS.ELA – Literacy.W.4.3.d - Text Types and Purpose
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.SL.4.1 - 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
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CCSS.ELA – Literacy.L.4.1 - Conventions of Standard English
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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.4.1.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
CCSS.ELA – Literacy.L.4.2.b - Conventions of Standard English
CCSS.ELA – Literacy.L.4.2.c - Conventions of Standard English
CCSS.ELA – Literacy.L.4.2 - 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 Usage
CCSS.ELA – Literacy.L.4.4.a - Vocabulary Acquisition and Usage
CCSS.ELA – Literacy.L.4.3.b - Vocabulary Acquisition and Usage
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CCSS.ELA – Literacy.L.4.5 - Vocabulary Acquisition and Usage
CCSS.ELA – Literacy.L.4.5 a - Vocabulary Acquisition and Usage
CCSS.ELA – Literacy.L.4.5.b - Vocabulary Acquisition and Usage
CCSS.ELA – Literacy.L.4.5.c - Vocabulary Acquisition and Usage
CCSS.ELA – Literacy.L.4.6 - Vocabulary Acquisition and Usage

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..2.1, SS5.2.3
WY Standard 4: SS5.4.1, SS5.4.4
WY Standard 5: SS5.5.2, SS5.5.4, SS5.5.4.a

Wyoming State Standards - Language Arts – 4th Grade 2012

Reading:
Key Ideas and Detail
Range of Reading and Level of Text Complexity
Phonics and Word Recognition
Fluency

Writing:
Text Types and Purpose
Production and distribution of Writing

Speaking and Listening
Comprehension and Collaboration
Presentation of Knowledge and Ideas



Conventions of Standard English
Knowledge of Language
Vocabulary Acquisition and Usage

DURATION – 45:00

MATERIALS REQUIRED:

Key vocabulary worksheet

Acrostic poem sample (attached)

Note: internet search of the term ‘acrostic poem’ will provide a great number of examples

KEY VOCABULARY:

Preserve - maintain (something) in its original or existing state

Unique - being the only one of its kind; unlike anything else

Optimistic - hopeful and confident about the future

Resistant - offering resistance to something or someone

Identity - the fact of being who or what a person or thing is

Pride - a feeling that you respect yourself and deserve to be respected by other people

Tradition - the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way

DESCRIPTOR:

In this lesson, students will watch the video “Preserving the Ways” <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia> . This video focuses on the importance of education amongst the two tribes yet realizing the need to stay connected to their culture and traditions. After viewing, students will have class discussion about the video, define the key vocabulary as whole group, then write an acrostic poem.

LEARNING OBJECTIVES:

Students will demonstrate an understanding about the importance of education and preservation of the culture among the Northern Arapaho and Eastern Shoshone Tribe from the past, present, and future through class discussion, defining key vocabulary and writing an acrostic poem that will be assessed using the district writing and listening/speaking rubrics.

LESSON INTRODUCTION:

Teacher: Say, *"We will be learning about the Northern Arapaho and Eastern Shoshone Tribes that live on the Wind River Reservation here in Wyoming. In this video, it will teach us about*



how these two tribes are emphasizing the importance of education but at the same time, how students are realizing their identity plays an important role as they are reaching for their dreams/goals.”

Teacher: Ask, “*What is the definition for ‘identity’?*” Definition: the fact of being who or what a person or thing is. Allow students to respond in whole group discussion. After students demonstrate an understanding of the definition for *identity*, using the think-pair-share method, have students pair up and share the characteristics that make up their own identity. Write definition on the whiteboard or use the technology in the classroom. Ask students if there are any volunteers who would like to share their ‘identity’.

Teacher: Say, “*Now that we have a better understanding of the word ‘identity’ and you shared your personal identity with a partner, we are now going to watch the video titled ‘Preserving the Ways- Culture and Tradition’. As I mentioned earlier, this video focuses on both education and preserving the ways, but to give you a little more background information, the education part provides us with the history of how education was viewed compared to the present and future of Native American students. It also shows how the community and students are making every effort to reconnect with their culture and traditions.”*

Teacher: Say, “*Before I start the video, I would like to inform you ahead time what assignments/activities we will be doing in this lesson. In whole group, we will be having a class discussion about the video and define the key vocabulary. After we define each word, you will select one of the vocabulary words to write an acrostic poem that focuses on the theme of your ‘identity’. I will go into more detail as each one approaches.”*

STEP BY STEP PROCEDURE:

Step 1 - Introduce the lesson using the dialogue above.

Step 2 - Students will watch the video “Preserving the Ways – Culture and Tradition”
<http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Step 3 – Teacher will hand out the key vocabulary worksheet for video #6 (attached) and read aloud the directions and each word to the students.

Step 4 – As a whole, group discusses the video and defines each vocabulary word.

Step 5 – Teacher will tell the students that they will now be using one of the key vocabulary words to write an acrostic poem about themselves that will focus on their ‘identity’.

Step 6 - Ask students if they know what an acrostic poem is. (Based on students’ knowledge on acrostic poems, teacher may skip to Step 8 if they know what they are).



Step 7 – If necessary, teacher explains that acrostic poems have a topic word/idea running down the left side of the poem. Each letter in the topic word/idea has a new thought that runs off the side from left to right and is relevant to the topic word.

Step 8 – Teacher hands out 1-2 examples. Reads them to students.

Step 9 - Teacher has students select a vocabulary term and start assignment. If they do not finish, assign as homework and turn in the following day.

CLOSURE:

To wrap-up the lesson, tell students that they should now know more about why Native American History should be taught in the classroom but more specifically, how they learned about the Northern Arapaho and Eastern Shoshone Tribes that live on the Wind River Reservation here in Wyoming. Tell them that all Native American Tribes across the Nation have the same dreams/goals as non-natives do for their children/students yet they are unique individuals because they continue to remain connected to their ‘identity’-Who They Are.

EVALUATION:

1. Class discussion- Use district adopted speaking/listening rubric/scale for assessment on participation.
2. Key vocabulary worksheet- Check definitions to show understanding of each term.
3. Acrostic Poem- Use district adopted Language Arts grading rubric/scale for poetry.



Module #6

PRESERVING THE WAYS – CULTURE AND TRADITION

4th Grade Key Vocabulary Worksheet

NAME _____ DATE _____

DIRECTIONS: In whole group, we will define each key word. Use any resource in the classroom if needed (dictionary, technology, etc.)

Unique-

Preserve-

Optimistic-

Resistant-

Identity-

Pride-

Tradition-



IDENTITY

Individual who is

Determined and

Energetic to stay connected to my

Northern Arapaho

Tribal culture

In order

To keep me

Yodeling.



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.

Reading

Key Ideas and Detail:

- CCSS.ELA – Literacy.RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Phonics and Word Recognition:

- CCSS.ELA – Literacy.RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA – Literacy.RF.4.3.a - 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.

Fluency:

- CCSS.ELA – Literacy.RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA – Literacy.RF.4.4.a - Read on-level text with purpose and understanding.
- CCSS.ELA – Literacy.RF.4.4.b - Read on-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 Purpose:

- 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.a - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- CCSS.ELA – Literacy.W.4.2.b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.



- CCSS.ELA – Literacy.W.4.2.c - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- 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.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA – Literacy.W.4.3 .b - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- CCSS.ELA – Literacy.W.4.3.d - Use concrete words and phrases and sensory details to convey experiences and events precisely.

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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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. (Editing for conventions should demonstrate command of Language standards 1 -3 up to and including grade 4).

Speaking and 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.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.4.6 - 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.4.1.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 - 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 Usage:

- 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.
- CCSS.ELA – Literacy.L.4.3.b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- CCSS.ELA – Literacy.L.4.3.c - 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.
- CCSS.ELA – Literacy.L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA – Literacy.L.4.5 a - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- CCSS.ELA – Literacy.L.4.5.b - Recognize and explain the meaning of common idioms, adages, and proverbs.
- CCSS.ELA – Literacy.L.4.5.c - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).



- CCSS.ELA – Literacy.L.4.6 - Acquire and use 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).

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2018) Grade3rd-5th

**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.

SS5.4.1

Describe how small changes can lead to big changes (cause and effect) (e.g., introduction of horses to the Plains tribes, discovery of gold and minerals in the region, discovery of electricity, impact of the Homestead Act and Dawes Act, establishment of water rights and resource management).

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.

Social Studies Content Standard 5 - People, Places, and Environments

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

Rationale

Students gain geographical perspectives of the community, state, nation, and world by studying the Earth and how humans interact with people, places, and environments. Their knowledge of geography allows students to make local and global connections. Students develop increasingly abstract thought as they use data and apply skills to analyze human behavior in relation to its physical and cultural environment.

Physical Place and Region

SS5.5.2

Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the reservation, state, nation, or world.

Human Place and Movement

SS5.5.4

Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).

SS5.5.4.a

Discuss the ways in which the environment, including climate and seasons, influenced how the Indigenous Tribes of Wyoming adapted to their natural environment (e.g., how they obtained food, clothing, tools, and migration).



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

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

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills (K–5)

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

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

Writing:

Text Types and Purpose

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

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

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.

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

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

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

Presentation of Knowledge and Ideas

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.

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

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).

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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).



- c. 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.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Acquire and use 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).