***SandHills Regional Education Consortium***



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| **Strand:**  Language  **Domain**:  Conventions of Standard English | **Mathematical Practice(s)**: | **Level of Thinking**:  Applying |
| **Anchor Standard**:  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | |
| **Grade Specific Standard**:  L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 2. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. 3. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. 4. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). 5. Form and use prepositional phrases. 6. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* 7. Correctly use frequently confused words (e.g., to, too, two; there, their).\* | | |
| **Information Technology Standard**:  4.SI.1.1  Use various types of resources to gather information (including print and online media).  4.SI.1.2  Use relevant sources of information for an assigned task.  4.TT.1.1  Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.). | | |
| **Clarifying Objectives**:  Use correct grammar when writing or speaking. | | |
| **Task Analysis** | **Vocabulary** |  |
| a.   * Define a pronoun * Identify the difference between noun and pronouns. * Define relative adverb * Identify the difference between adverbs and relative adverbs. * Identify pronouns and/or relative adverbs in written and oral work. * Explain reasons for choosing pronouns and relative adverbs. * Create work with pronouns and relative adverbs. * Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).   b.   * Define progressive tense. * Identify progressive tense in written or oral work. * Create examples of the progressive tense in written and oral work. * Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.   c.   * Define modal auxiliary (helping verbs). * Identify modal auxiliary examples in written or oral work (am, is, our, was, were, be, being, been, have, has, had, do does, did, may, might, can, could, shall, should, will, would, must, and not). * Explain the reason for using modal auxiliary in written or oral work. * Use modal auxiliaries (e.g., can, may, must) to convey various conditions.   d.   * Identify examples of the correct order of adjectives. * Determine the correct order of adjectives in given examples. * Evaluate adjectives and determine if the correct order is used. * Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).   e.   * Define prepositional phrase. * Identify prepositional phrases in written and oral work. * Explain the reasons for prepositional phrases in written and oral work. * Form and use prepositional phrases.   f.   * Define a complete sentence. (with focus on fragments and run-ons) * Identify complete sentences in written and oral work. (with focus on fragments and run-ons) * Explain the reasoning for using complete sentences. * Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.   g.   * Identify the true use of frequently confused words in written and oral work. * Explain the reasons for using correct words. * Evaluate the correctness of frequently confused words in written and oral work. * Correctly use frequently confused words (e.g., to, too, two; there, their; affect, effect). | **Review**  adverb  abstract nouns  adjectives  fragments  run-ons  simple verb tenses  subject-verb and pronoun-antecedent agreement  comparative and superlative adjectives and adverbs  coordinating and subordinating conjunctions  **Instruct**  relative pronouns  relative adverbs  progressive verb tense  modal of auxiliaries  prepositional phrases  fragments  run-ons  homophones\*  \*might choose to teach this term to expand the content (4.L.1g) |  |
| I**nstructional Resources**: | | |
| **Notes and Additional Information**: | | |

*Anson County ~ Bladen County ~ Columbus County ~ Cumberland County ~ Ft. Bragg ~ Harnett County ~ Hoke County*

*Lee County ~ Montgomery County ~ Moore County ~ Richmond County ~ Robeson County ~ Scotland County ~ Whiteville City*

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