

Standard	Lesson	IXL	Mentor Text (if applicable)
LA.L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Progressive Verbs PP	OO. 13 Use the progressive verb tenses OO. 14 Form the progressive verb tenses	
LA.L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Helper Verbs PP	MM. 3 Identify main verbs and helping verbs MM. 4 What does the modal verb show? MM. 5 Use the correct modal verb	
LA.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Sort Mat Order index cards Worksheet	QQ. 4 Order adjectives	
LA.L.4.1.E Form and use prepositional phrases.		RR. 1 Identify prepositions RR. 2 Identify prepositions and	

		their objects RR. 3 Identify prepositional phrases RR. 4 Prepositions: review	
LA.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.		UU. 1 Commas with a series UU. 2 Commas with dates UU. 3 Commas with the names of places UU.4 Commas with direct addresses UU. 5 Commas with introductory words and phrases UU. 6 Commas: review	
LA.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.		SS. 1 Identify coordinating conjunctions	

LA.L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Two days for Pronouns Two days for Adverbs	QQ. 7 Use relative adverbs VV. 9 Identify relative pronouns VV. 10 Use relative pronouns: who and whom VV. 11 Use relative pronouns: who, whom, whose, which, and that	
LA.L.4.1 [<i>Progress Indicator</i>] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LA.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. LA.L.4.3 [<i>Progress Indicator</i>] - Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Addressed through Mystery Writing Lessons, classroom discussion, response to reading		

LA.L.4.3.A Choose words and phrases to convey ideas precisely. LA.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).			
LA.L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).	Have students draw the two different homophones, then write the meanings underneath	DD. 1 Homophones with pictures DD.2 Identify homophones DD. 3 Match homophones to their meanings DD. 3 Use the correct homophone DD. 4 Multiple-meaning words with pictures DD. 5 Which definition matches the sentence? DD. 6 Which sentence matches the definition?	Dear, Deer
LA.L.4.2 [<i>Progress Indicator</i>] - Demonstrate command of the	Mistake Monday-in Google Drive	VV. 1 Capitalizing the names of	Punctuation on Vacation

conventions of standard English capitalization, punctuation, and spelling when writing. LA.L.4.2.A Use correct capitalization. LA.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence. LA.L.4.3.B Choose punctuation for effect.	Students are given a short paragraph with multiple capitalization and punctuation mistakes.	people and pets and titles of respect VV.2 Capitalizing days, months, and holidays VV. 3 Capitalizing the names of places and geographic features VV. 4 Capitalizing the names of historical events, periods, and documents VV. 5 Capitalizing proper adjectives, nationalities, and languages VV. 6 Capitalization: review	
LA.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed. LA.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. LA.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Addressed in the Wordly Wise Lessons		

LA.L.4.6 [<i>Progress Indicator</i>] - 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).			
LA.L.4.5 [<i>Progress Indicator</i>] - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Addressed in the lessons below		
LA.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Figurative Language Friday- in Google Drive	H.1 Identify similes and metaphors H. 2 Similes and metaphors with pictures H.3 Determine the meanings of similes and metaphors H.4 Interpret the meaning of an allusion from its source H.5 Analyze the effects of figures of	

		speech on meaning and tone	
LA.L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.	Figurative Language Friday- in Google Drive Gemini Storybook	EE.1 Determine the meaning of idioms from context: set 1 EE. 2 Identify the meaning of idioms and adages: set 1 EE. 3 Determine the meaning of idioms from context: set 2 EE. 4 Identify the meaning of idioms and adages: set 2	Formal Assessment- Passage
LA.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). LA.L.4.4.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.	WOW Word Wednesday Worksheets- in Google Drive	CC.1 Choose the synonym CC. 2 Which sentence has the same meaning? CC. 3 Find synonyms in context CC. 4 Choose the antonym CC. 5 Which sentence uses an antonym? CC. 6 Find antonyms in context	