**Fourth Grade Glossary of Elements from CCSS Language Standards**

***Conventions of Standard Language***

**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).\***

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| 1. a. Pronoun | A word that substitutes a noun or noun phrase. | he, she, I, it, them, they | http://www.usingenglish.com/resources/wordcheck/pronoun.html |
| **a. Relative Pronouns** | A word that connects a phrase or clause to another phrase or clause (i.e. *who, whose, whom, which,* and *that*).  It introduces clauses in sentences. | It took me a while to get use to people **who** eat popcorn.  The family **whose** house burned down was given a hotel room to stay in.  The woman to **whom** you have just spoken with is my teacher.  The science fair, **which** lasted all day, ended with an awards ceremony.  The library did not have the book **that** I wanted. | <http://www.funeasyenglish.com/new-american-english-grammar-topic-relative-pronoun.htm> |
| 1. a. Adverb | A word that provides a greater description to a verb, adjective, another adverb, a phrase, a clause, or a sentence. | beautifully  quickly  happily | www.grammar.yourdictionary.com |
| a. Comparative | An expression formed from the adverb (e.g., more slowly). It is used to show who (or what) has performed an action in a specific manner to the greater or lesser degree. | The goat can see better than you think.  Try to paint the edges more carefully; it will save time later. | www.grammar-monster.com/lessons/comparatives\_superlatives\_from\_adverbs.html |
| 1. a. Superlative | An expression formed from the adverb (e.g., most carefully). It is used to show who (or what) has performed an action in a specific manner to the greatest or least degree. | The gift is most gratefully received.  She answered most abruptly. | www.grammar-monster.com/lessons/comparatives\_superlatives\_from\_adverbs.html |
| 1. **a. Relative Adverb** | Wordsthat can be used to join sentences or clauses (i.e. *where, when,* and *why*).  They replace the more formal structure of *preposition + which* used to introduce a relative clause. | There was a very hot summer the year **when** he was born.  That picture was taken in the park **where** I used to play.  That's the ice cream shop **in which** we met for the first time. | http://www.edufind.com/english-grammar/relative-adverbs/ |
| **b. Simple Verb Forms** | **Present Tense**- Describes an action or situation that may be repeated, but will not change, that only exists **now**.  **Past Tense**- Describes an action or situation that was completed in the **past.**  **Future Tense-** Describes and action or situation that will happen in the **future.** | The mountains are tall and white.  The school council elects new members.  School ended at 3:18.  The student will finish second grade in June. | <https://owl.english.purdue.edu/owl/resource/601/03>  <http://leo.stcloudstate.edu> |
| **b. Progressive Verb Forms** | **Present Progressive Tense-** Describes ongoing actions that have begun but not finished. This tense is formed by using **am/is/are** with the verb form ending in **–ing.**  **Past Progressive Tense-** Describes a past action which was happening when another action occurred. This tense is formed by using **was/were** with the verb form ending in **–ing.**  **Future Progressive Tense-** Describes an ongoing or continuous action that will take place in the future. This tense is formed by using **will be/shall be** with the verb form ending in **–ing**. | The teacher is examining the results of the assessment.  The dancer was leaping across the stage when the music stopped.  Mr. Winton will be presenting athletes with awards next week. | <https://owl.english.purdue.edu/owl/resource/601/03>  <http://leo.stcloudstate.edu> |
| **b. Perfect Verb Forms** | **Present Perfect Tense-** Describes an action that happened in the past and continues in the present. This tense is formed by using **has/have** with the **past participle** of the verb.  **Past Perfect Tense-** Describes an action that took place in the past before another past action. This tense is formed by using **had** with the **past participle** of the verb.  **Future Perfect Tense-** Describes an action that will occur in the future, before some other action. This tense is formed by using will **have** with the **past participle** of the verb. | Women have voted in presidential elections since 1921.  By the time the troops arrived, the war had ended.  By the time the troops arrive, the combat group will have spent several weeks waiting. | <https://owl.english.purdue.edu/owl/resource/601/03>  <http://leo.stcloudstate.edu> |
| **b. Perfect Progressive Verb Forms** | **Present Perfect Progressive Tense**- Describes an action that began in the past, continued into the present, and may continue into the future. This tense is formed by using **has/have** **been** and the **present participle** of the verb (the verb form ending in **–ing**).    **Past Perfect Progressive Tense-** Describes a past, ongoing action that was completed before some other past action. This tense is formed by using **had been** and the **present perfect** of the verb (the verb form ending in **–ing**).  **Future Perfect Progressive Tense-** Describes a future, ongoing action that will occur before some specified future time. This tense is formed by using **will have been** and the **present participle** of the verb (the verb form ending in **–ing).** | The superintendent has been considering a job in another school district.  Before the budget cuts, the students had been participating in many extracurricular activities.  By the year 2028, the student will have been studying for 13 years. | <https://owl.english.purdue.edu/owl/resource/601/03>  <http://leo.stcloudstate.edu> |
| **c. Modal Auxiliaries** | A verb used with other verbs to express mood, aspect, or tense. | I must go to the movies after work.  Examples: can, will, shall, may, could, would, should, might, must, ought to, dare, need | <https://owl.english.purdue.edu/owl/resource/601/05/> |
| 1. d. Adjectives | A word that modifies a noun or pronoun to make it more specific. | wise grandmother  brown shirt  fuzzy sweater | www.dictionary.reference.com |
| 1. d. Comparative | Allows the comparison of two things to one another. | tall/taller  early/earlier  beautiful/more beautiful  purple/more purple | www.grammar.yourdictionary.com |
| 1. d. Superlative | Expressing the very highest degree or very best example of something. | tallest  earliest  most beautiful  most purple | www.grammar.yourdictionary.com |
| 1. **d. Ordering of Adjectives** | There is a special order for adjectives used in a series or list. The order is: determiners, observation, size and shape, age, color, origin, material and qualifier. *See the website for further information.* | The child had **a small purple** backpack.  **The little old brown** house in the woods was spooky.  She wore a **beautiful new gold** necklace. | <http://grammar.ccc.commnet.edu/grammar/adjectives.htm> |
| 1. **e. Prepositional Phrases** | Modifies nouns and verbs while indicating the various relationships between subjects and verbs.  A prepositional phrase consists of a preposition and an object of a preposition. | Grandma’s house is **over the hill.**  You cannot go to recess **without your coat**.  There is a birthday party **at John’s house.** | <http://grammar.yourdictionary.com>  <http://donnayoung.org/english/grammar/prepositions.htm>  (List of prepositions per grade level.) |
| 1. **f. Complete Sentence** | A complete sentence contains a **subject** and a **predicate**. | I love grammar. | http://education-portal.com/academy/lesson/complete-sentence-examples-definition-quiz.html#lesson |
| 1. f. Simple Sentence | A sentence with one independent clause and no dependent clauses. | My aunt enjoyed taking the hayride with you. | www.owl.english.purdue.edu/owl/resource/573/02/ |
| 1. f. Compound Sentence | A sentence with multiple independent clauses but no dependent clauses. Independent clauses are joined with a comma and a coordinating conjunction (i.e. *and*, *or*, and *but*.) | The little girl walked the dog to the park, **and** they played fetch for hours. | www.owl.english.purdue.edu/owl/resource/573/02/ |
| 1. f. Complex Sentence | A sentence with one independent clause and at least one dependent clause. | After Mary added up all the sales, she discovered that the lemonade stand was 32 cents short. | www.owl.english.purdue.edu/owl/resource/573/02/ |
| 1. f. Fragment | A fragment is an incomplete thought. It is missing a subject or a verb and does not have subject-verb agreement. | In school during recess after lunch  Doing homework after school  Some of the students working on state project  And Sarah too | http://grammar.ccc.commnet.edu/grammar/fragments.htm |
| 1. f. Run-On | Run-ons are two or more complete thoughts that are put together in one sentence without separating them. | My favorite lunch choice is pizza it is yummy.  My best friend is John he likes to play baseball too.  I like Florida it is warm and sunny there.  The test will be hard you should study every night. | http://writingcenter.unc.edu/handouts/fragments-and-run-ons/ |
| 1. **g. Frequently Confused Words** | Words that sound alike or nearly alike, but have different meanings.  Writers may have trouble knowing which word to use.  For example: to/too/two, their/there/they’re, bear/bare, hear/here, principal/principle | I rode the bus to school.  I want to ride the bus too.  I rode bus number two.  There will be a test on Monday.  Their test was on Monday.  They’re taking a test on Monday. |  |

**Standard (L.4.2)** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. **Use correct capitalization.**
2. **Use commas and quotation marks to mark direct speech and quotations from a text.**
3. **Use commas before a coordinating conjunction in a compound sentence.**
4. **Spell grade-appropriate words correctly, consulting references as needed.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Capitalization** | Begin a word with an upper case letter when:  \*beginning a sentence  \*using a title  \*naming months, days, and holidays  \*using the word “I” | \*He went to school.  \*Dr. Jim Hall  \*June, Monday, Christmas  \*Jim and I went to school. | www.thefreedictionary.com/capitalization |
| **b. Commas in Dialogue** | The primary function of quotation marks is to set off and represent exact language (spoken or written) that has come from someone else. | Mr. Johnson, who was working in his field that morning, said, “The alien spaceship appeared right before my own two eyes.” | www.owl.english.purdue.edu/owl/resource/577/01/ |
| **b. Quotation Marks** | Punctuation marks (“ ”) used primarily to identify the beginning and end of a passage attributed to another and repeated word for word. | Mother yelled, “Brady and Gabe, get down from that roof!” | http://grammar.about.com |
| **b. Quotations** | Something that is quoted; a passage quoted from a book, speech, etc.  In a **direct quotation**, the words are reprinted exactly and placed in quotation marks.  In an **indirect quotation**, the words are paraphrased and not put in quotation marks. | “Do not, however, fill your research paper with quote after quote. If you do, your reader is likely to conclude that you really have few or no ideas of your own on the subject or that you have not studied and understood the subject well enough to begin to form your own opinions.”  (Dawn Rodrigues and Raymond J.)  Rodrigues, *The Research Paper: A Guide to Internet and Library Research*, 3rd ed. Prentice Hall. | http://grammar.about.com |
| **c. Conjunction** | The part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. | The common conjunctions join the elements of a coordinate structure. | <http://grammar.about.com>  http://www.towson.edu |
| **c. Coordinating Conjunction** | A common way to connect related words, phrases, and even entire clauses is to coordinate them—that is, connect them with a comma and a coordinating conjunction.  (F.A.N.B.O.Y.S.)  **F**or  **A**nd  **N**or  **B**ut  **O**r  **Y**et  **S**o | Two of the ways were alongside canals, but they were long.  On one of them a woman sold roasted chestnuts. It was warm, standing in front of her charcoal fire, and the chestnuts were warm afterward in your pocket. | www.grammar.about.com/od/c/g/coordconjterm.htm  www.grammar.about.com/od/c/g/coordconjterm.htm |
| **c. Compound Sentence** | A sentence that contains at least two independent clauses.  Compound sentences can be formed in three ways:   1. Using coordinating conjunctions 2. Using the semicolon, either with or without conjunctive adverbs: 3. On occasion, using the colon. | “It was a bright, cold day in April, and the clocks were striking thirteen.” (George Orwell, Nineteen Eighty-Four, 1949)  “The drought had lasted now for ten million years, and the reign of the terrible lizards had long since ended.” (Arthur C. Clarke, 2001: A Space Odyssey, 1968) | <http://grammar.about.com>  http://www.towson.edu |
| **d. Spell Grade Appropriate Words Correctly** | Students build on known words to increase personal spelling word banks.  Students use digital or print resources when needed to verify spellings. | \*give → giving → given  \*beauty → beautiful → beautifully  \*share + cropper = sharecropper | *COOR ISD Literacy Committee Spelling Scope & Sequence* |

***Knowledge of Language***

**Standard (L.4.3) –** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. **Choose words and phrases to convey ideas precisely.**
2. **Choose punctuation for effect.**
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).**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Convey Ideas** | The ability to revise text or personal writing pieces to enhance or polish word choices. | \*replace overused or tired words  \*add figurative language  \*elaborate on ideas | http://grammar.about.com |
| **b. Punctuation for Effect** | The set of marks used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clauses. | “I know the answer! The answer lies within the heart of all mankind! The answer is 12? I think I’m in the wrong building.”  (Charles Schulz, “Peanuts”)  Marks of punctuation include: ampersands, apostrophes, asterisks, brackets, bullets, colons, commas, dashes, diacritic marks, ellipsis, exclamation points, hyphens, parentheses, periods, question marks, quotation marks, semicolons, slashes, spacing, and strike-throughs | http://grammar.about.com |
| **c. Formal English** | The variety of English language that is used in professional writing and taught in school.  A way of speaking or writing when you want to impress your audience. | Would you like to accompany me to the restaurant?  The appetizers were delightful. | http://grammar.about.com |
| **c. Informal English** | A way of speaking or writing casually. This is the manner used in speaking with friends. | “I could so go for *like* a huge cookie right now, with *like,* a lamb kabob simultaneously.”  (Juno MacGuff in *Juno,* 2007.)  “You’re, *like,* the coolest person I’ve ever met, and you don’t even have to try, *you know.”*  (Juno MacGuff in *Juno*, 2007) | <http://grammar.about.com>  http://www.towson.edu |

***Vocabulary Acquisition and Use***

**Standard (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.

1. **Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**
2. **Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a work (e.g., telegraph, photograph, autograph).**
3. **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.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Context Clue** | Information that appears near a word or phrase and offers direct or indirect suggestions about its meaning. A context clue may be a definition, synonym, antonym, or example. | The boxes weren’t exactly heavy, just **cumbersome**, unlike easy-to-carry bags with handles. (Here cumbersome can be figured out from its antonym, easy-to-carry.) | http://grammar.about.com/od/c/g/contextclueterm.htm |
| **b. Greek and Latin Root Words** | The **root** is the main part of the word. | Root: **aud** – meaning to hear, listen. |  |
| **b. Greek and Latin Affixes** | An **affix** is a set of letters attached to the beginning or the end of a root word.  A **prefix** is an affix added to the beginning of a root word that changes its meaning.  A **suffix** is an affix added to the end, changing the meaning as well. | **Root**  **Prefix** **Word**  ject (throw) pro (before) project  cede (go) pre (before) precede |  |
| **c. Consult Reference Material** | Reference materials (e.g., dictionaries, glossaries, thesauruses), both digital and print, are used to find pronunciation and determine or clarify the precise meaning of key words and phrases. | Students consult dictionary.com to find the pronunciation and appropriate definition for an unfamiliar word. | *dictionary.com* |

**Standard (L.4.5)** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Similes** | A figure of speech in which two fundamentally unlike things are explicitly compared, usually in a phrase introduced by *like* or *as.* | “Cute as a kitten,” comparing the way someone looks to the way a kitten looks  “As snug as a bug in a rug” comparing someone who is very cozy to how comfortable a bug can be in a rug. | <http://grammar.about.com/od/rs/g/simileterm.htm>  <http://examples.yourdictionary.com/examples-of-similies.html> |
| **a. Metaphors** | A figure of speech containing an implied comparison, in which a word or phrase ordinarily and primarily used for one thing is applied to another. | Broken heart – Your heart is not literally broken into pieces; you just feel hurt and sad.  The light of my life –the person described by this metaphor isn’t really providing physical light. He or she just brings happiness or joy. | http://examples.yourdictionary.com/metaphor-examples.html |
| **b. Idioms** | A set expression of two or more words that means something other than the literal meaning of its individual words. | Your proposal is a pie in the sky idea.  A pie-in-the-sky idea is an unrealistic idea. We do not expect to see a dessert floating above the planet when we talk about pie in the sky idea. | http://www.usingenglish.com/reference/idioms/ |
| **b. Adages** | An old saying that has been popularly accepted as a truth. | “The grass is always greener on the other side” | *http://yourdictionary.com/adage* |
| **b. Proverbs** | The definition of a short saying that is widely used to express an obvious truth. | “Practice makes perfect.”  “*Too many cooks spoil the broth.”* | [*http://grammar*](http://grammar)*.about.com/od/mo/g/maximterm.htm* |
| **c. Antonyms** | Antonyms are words with opposite meanings. | work/play  off/on  win/lose  laugh/cry  always/never | *http://culture.yourdictionary.com/antonym*s |
| **c. Synonyms** | Synonyms are words that have roughly the same meaning. | above/over  garbage/trash  raise/lift  auto/car  woman/lady | *http://culture.yourdictionary.com/antonym*s |

**Standard (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).

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **Transfer** |  | Reader’s & Writer’s Workshop  Vocabulary Notebooks  Science/Social Studies Lessons |  |