

4th Grade
COMMON CORE

Language
Standards

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Standards Based Assessment

4.L.1

Student Skills/Concepts and Vocabulary for 4.L.1:

Core Content: Language: Conventions of Standard English

Standard 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).

Skills and/or Concepts for Students:

Students should be able to:

4.L.1a:

- Identify and use relative pronouns.
- Identify and use relative adverbs.
- Identify the antecedents for relative pronouns.
- Use relative adverbs to expand sentences.

4.L.1b:

- Understand the difference between past, present, and future tenses.
- Identify the progressive verb tenses.
- Understand and use the progressive verb tenses.
- Evaluate a text for the correct use of verb tense.

4.L.1c:

- Identify modal auxiliary (special helping) verbs.
- Understand and explain the purpose of special helping verbs.
- Understand and explain the rules for using special helping verbs.
- Evaluate a text for the correct use of special helping verbs.

4.L.1d:

- Determine the appropriate order of adjectives in a sentence.
- Evaluate a text for the correct use and ordering of adjectives.

continued on the next page...

Standards Based Assessment

4.L.1

Student Skills/Concepts and Vocabulary for 4.L.1: continued...

Skills and/or Concepts for Students:

Students should be able to:

4.L.1e:

- Explain the function of a preposition.
- Identify prepositions and prepositional phrases.
- Improve their writing by including prepositional phrases.
- Evaluate a text for the appropriate use of prepositions.

4.L.1f:

- Identify sentence fragments, run-on sentences, and complete sentences.
- Identify and explain the role of coordinating conjunctions.
- Revise sentence fragments and run-on sentences by using coordinating conjunctions.
- Revise compound sentences to create simple sentences.
- Revise simple sentences to create a compound sentence.

4.L.1g:

- Understand and explain the differences between words with multiple meanings, spellings, and pronunciations.
- Identify and compare homophones and homonyms.
- Correctly use frequently confused words in their writing.
- Evaluate a text for the correct use of frequently confused words.

Name: _____

Date: _____

4.L.1a

Standards Based Assessment

Score

Instructions: Complete the sentences by circling the correct relative pronoun.

- 1.) The student (who / whom) sells the most raffle tickets for the school fundraiser will get a prize.
- 2.) (Whoever / Whomever) took my pencil, must return it immediately.
- 3.) While at the football game, the coach asked the team (who / whom) we thought would be the best kicker.

Instructions: Complete the sentences by circling the correct relative pronoun and underlining the antecedent.

- 4.) The shoes (that / which) I wear to play soccer are called cleats.
- 5.) Tom, (who / whom) works as a math teacher, is very good with numbers.
- 6.) My sister, (who / whose) cat we just saw, loves animals.
- 7.) My jacket, (that / which) is made out of leather, starts to smell if its not washed.

Instructions: Select the correct relative adverb from the word bank below to complete each sentence. Then circle the noun in each sentence that the relative adverb modifies.

where when why

- 8.) A major reason _____ the Revolutionary War began was that colonists were fed up with British rule.
- 9.) Our neighborhood is a great place, _____ everyone knows one another.
- 10.) Nachoville Restaurant is best on Tuesdays, _____ they have half-priced tacos.

Name: _____

Date: _____

4.L.1b

Standards Based Assessment

Score

Instructions: Give the past progressive, present progressive, and future progressive tenses of the underlined verbs below.

1.) To take

Past progressive: _____

Present progressive: _____

Future progressive: _____

2.) To drink

Past progressive: _____

Present progressive: _____

Future progressive: _____

Instructions: Answer the question below.

3.) Explain why you would use present progressive tense instead of present tense in writing and speaking.

Name: _____

Date: _____

4.L.1b

Standards Based Assessment

Score

Instructions: Choose between simple present and present progressive verb tenses to change the bold verbs in #4 - 5 below.

4.) I **go** _____ rollerblading this weekend.

5.) Tim always **eat** _____ mashed potatoes for dinner, but he **try** _____ macaroni and cheese today.

Instructions: Choose between simple past and past progressive verb tenses to change the bold verbs in #6 - 8 below.

6.) Chris **go** _____ to the zoo, **see** _____ the animals, and **visit** _____ the souvenir shop.

7.) When Jim **study** _____ in Australia he **go** _____ scuba diving at the Great Barrier Reef.

8.) Kianna **burn** _____ her stew while she **talk** _____ on the phone.

Instructions: Choose between simple future and future progressive verb tenses to change the bold verbs in #9 - 10 below.

9.) At 5 o'clock, we **eat** _____ dinner.

10.) I **call** _____ you later if we play baseball.

Name: _____

Date: _____

4.L.1c

Standards Based Assessment

Score

Instructions: Answer the question below.

1.) The words **can**, **may**, and **must** are special helping verbs. What do these words do when you use them in front of a verb?

Instructions: Choose the helping verb to complete each sentence below. Use the definitions in the parentheses to guide you.

2.) I (to not be allowed to) play loud music.

- a.) can't
- b.) must not
- c.) need not
- d.) may not

3.) We (to be allowed to) use my friend's boat.

- a.) can
- b.) may
- c.) must
- d.) might

4.) Tonya (to be able to) run 10 miles in less than 90 minutes.

- a.) can
- b.) may
- c.) must
- d.) might

5.) My soccer coach told us that we (to be expected to) practice 45 minutes per day.

- a.) shall
- b.) may
- c.) must
- d.) should

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Date: _____

4.L.1c

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Score

Instructions: Choose the correct substitute for each underlined verb below.

6.) You must meet me before school. = You _____ meet me before school.

- a.) have to
- b.) are able to
- c.) are allowed to
- d.) are expected to

7.) We should go to the museum next week. = _____ go to the museum next week.

- a.) We are able to
- b.) We are supposed to
- c.) We are allowed to
- d.) None of the above

8.) Nick may take two pieces of candy. = Nick _____ take two pieces of candy.

- a.) is allowed to
- b.) is able to
- c.) has to
- d.) might

9.) Students must not sleep during class. = Students _____ sleep during class.

- a.) are not allowed to
- b.) are not able to
- c.) are not supposed to
- d.) do not have to

10.) Sandra needs to see the dentist for her appointment. = Sandra _____ to see the dentist for her appointment.

- a.) has to
- b.) is able to
- c.) is allowed to
- d.) is expected to

Name: _____

Date: _____

4.L.1d

Standards Based Assessment

Score

Instructions: Rewrite the sentences below using what you know about correctly ordering multiple adjectives that describe the same noun or pronoun.

1.) Sally bought a (green, large, tote) bag to take to the beach.

2.) We ate (Mexican, delicious) food for dinner.

3.) Brett gave his mother a (dozen, long-stemmed, red, beautiful) roses for Mother's Day.

4.) There is nothing in these woods except a(n) (small, old, log) cabin.

Name: _____

Date: _____

4.L.1d

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5.) After the soccer game, I ate a (Florida, delicious) orange.

6.) When I was younger, my grandfather gave me a(n) (shiny, silver, expensive, antique) watch.

7.) When it's cold outside, I like to wear my (wool, large) scarf.

8.) My dog, Buster, is a(n) (old, English, happy) bulldog.

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4.L.1d

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9.) Kaylynn was happy to find a(n) (large, leather, new, Italian) sofa for her living room.

10.) Brooke is very proud of her (long, beautiful, blonde) hair.

Name: _____

Date: _____

4.L.1e

Standards Based Assessment

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Instructions: Answer the questions below.

1.) What is the function of a preposition?

- a.) Links nouns, pronouns, and phrases to other words in a sentence.
- b.) Changes the meaning of a verb, adjective, clause, sentence, or any other word or phrase.
- c.) Substitutes or refers to a noun, an individual or individuals, or a thing or things.
- d.) Modifies or describes a noun or pronoun.

2.) Circle the prepositions in the word bank below:

near	to	on	about	since	in
neither	while	from	although	upon	went
within	is	after	until	of	from
beneath	take	than	over	because	at
through	now	under	almost	around	before

Instructions: Complete the sentences by filling in the blanks with an appropriate preposition. Use the word bank above to help.

3.) Sam, a local artist, was very good _____ painting pictures _____ flowers.

4.) He was contacted _____ a local art store to paint pictures _____ lilacs.

5.) _____ painting flowers, Sam ducked _____ a bridge and jumped _____ a stream to find the perfect spot.

6.) _____ finishing the painting, Jenny, a customer, found the painting _____ sale _____ the art store.

7.) She hung the flower painting _____ the wall _____ her dinner table.

8.) The painting looked perfect _____ this part _____ her house.

9.) After seeing the beautiful painting, all _____ Jenny's friends wanted flower art _____ their houses and _____ their walls.

10.) Jenny told her friends the paintings came _____ Sam the painter.

Name: _____

Date: _____

4.L.1f

Standards Based Assessment

Score

Instructions: Identify whether the groups of words below are a complete sentence, a sentence fragment, or a run-on sentence. If the group of words is a sentence fragment or a run-on sentence, rewrite it as a proper sentence on the lines below.

1.) Spiders eat more insects than birds and bats they play a major role in controlling insect populations.

- a.) sentence fragment
- b.) run-on sentence
- c.) complete sentence

2.) The tarantula, a very large type of spider, is often covered with hair.

- a.) sentence fragment
- b.) run-on sentence
- c.) complete sentence

3.) Black widow spiders, which have a red hour-glass shape on their abdomen.

- a.) sentence fragment
- b.) run-on sentence
- c.) complete sentence

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Date: _____

4.L.1f

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4.) Many spiders are venomous they deliver the venom by using their fangs.

- a.) sentence fragment
 - b.) run-on sentence
 - c.) complete sentence
-
-

5.) Are known for spinning webs to capture flying insects.

- a.) sentence fragment
 - b.) run-on sentence
 - c.) complete sentence
-
-

Instructions: Rewrite the compound sentences below as two simple sentences.

6.) Spiders usually have eight eyes, but most spiders don't have very good vision.

7.) Spiders are arthropods that have eight legs, and they are found on every continent except Antarctica.

Name: _____

Date: _____

4.L.1f

Standards Based Assessment

Score

Instructions: Answer the question below.

8.) Explain the role of coordinating conjunctions in a sentence.

Instructions: Combine the simple sentences below using a coordinating conjunction. Rewrite the sentences on the lines below.

9.) Some spiders catch prey by spinning webs. Some spiders use their powerful legs to jump and attack prey.

10.) A number of spiders have venom that is deadly to humans. Scientists are able to use spider venom to create anti-venom.

Name: _____

Date: _____

4.L.1g

Standards Based Assessment

Score

Instructions: Circle the correct word to complete each sentence below.

- 1.) My neighbors planted way (to / too / two) many seeds in (their / there / they're) garden.
- 2.) Jake was very competitive and would not (accept / except) defeat.
- 3.) The air outside was so cold that Mary could see her (breath / breathe).
- 4.) (It's / Its) a very sad (cite / sight / site) whenever a bear cub loses (it's / its) mother.
- 5.) Instead of walking his normal path, Fred took a shortcut (threw / through) an alley.
- 6.) (They're / Their / There) seeing the results of (they're / their / there) wise decisions.
- 7.) I have a stomachache, so I'm going to (lie / lay) down for an hour.

Instructions: Use the definitions of the words below to answer the following questions.

whole: adj. - all of or entire; noun - something that is complete.

hole: noun - an opening; a cavity or pit.

- 8.) Write a sentence using the word "whole" correctly.

- 9.) Write a sentence using the word "hole" correctly.

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Date: _____

4.L.1g

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10.) Are the words "whole" and "hole" homonyms, homophones, or both homonyms and homophones? Explain how you know.

Standards Based Assessment

4.L.2

Student Skills/Concepts and Vocabulary for 4.L.2:

Core Content: Language: Conventions of Standard English

Standard 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.

Skills and/or Concepts for Students:

Students should be able to:

4.L.2a:

- Understand the rules for capitalizing proper nouns.
- Understand the rules for capitalizing titles.
- Understand the rules for capitalizing first words in a sentence.
- Understand the rules for capitalizing quotations.
- Evaluate a text for correct capitalization.

4.L.2b:

- Identify direct and indirect dialogue in a text.
- Explain the difference between direct and indirect dialogue in a text.
- Correctly capitalize dialogue in a text.
- Correctly punctuate dialogue in a text.
- Evaluate a text for correct punctuation of dialogue.

4.L.2c:

- Understand the difference between dependent and independent clauses.
- Identify coordinating conjunctions in a text.
- Correctly use commas before coordinating conjunctions in a compound sentence.
- Improve their writing by including compound sentences.
- Evaluate a text for use of compound sentences.

4.L.2d:

- Use patterns and generalizations to spell grade-appropriate words correctly.
- Use knowledge of word structures and word origins to spell grade-appropriate words correctly.

Name: _____

Date: _____

4.L.2a

Standards Based Assessment

Score

Instructions: Determine whether the category of words should be "Capitalized" or "Not Capitalized" by putting an "X" on the appropriate line.

1.)	<u>Capitalized</u>	<u>Not Capitalized</u>
a.) Trees (examples: maple, elm, oak tree)	_____	_____
b.) First word in a sentence	_____	_____
c.) First word in a direct quote	_____	_____
d.) Geographical places (example: rocky mountains)	_____	_____
e.) Seasons (examples: fall, spring, summer)	_____	_____
f.) States (examples: michigan, maine, texas)	_____	_____
g.) Flowers (examples: marigold, rose, tulip)	_____	_____
h.) Cardinal directions on a compass (examples: north, south, east, west)	_____	_____
i.) Regions (examples: the south, the midwest)	_____	_____
j.) Days, months, and holidays	_____	_____

Instructions: Rewrite the sentences using correct capitalization where necessary.

2.) fred and i just learned that george washington was the first president of the united states of america.

3.) we visited grandmother today, and will visit my great-grandfather tomorrow.

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Date: _____

4.L.2a

Standards Based Assessment

Score

4.) neptune, saturn, uranus, and jupiter are all larger than earth.

5.) after a long winter season, the whole town of pleasantville was excited for the 2013 spring out of the snow festival.

6.) the american-indian wars involved many battles between the american settlers and the native americans.

7.) i saw an article in the detroit free press that involved ford motor company, barack obama, and the white house.

8.) the state of michigan is sometimes called the great lakes state.

Name: _____

Date: _____

4.L.2a

Standards Based Assessment

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9.) the tides of the atlantic, indian, artic, and pacific oceans are affected by the moon.

10.) walt disney once said, "if you can dream it, you can do it."

Name: _____

Date: _____

4.L.2b

Standards Based Assessment

Score

Instructions: Determine whether the sentences below contain direct dialogue or indirect dialogue.

1.) Joe told me that he lost his boots.

- a.) direct dialogue
- b.) indirect dialogue
- c.) none of the above

2.) Pedro exclaimed, "I can't believe we have a pop quiz today!"

- a.) direct dialogue
- b.) indirect dialogue
- c.) none of the above

3.) No one ever told me how to use my computer.

- a.) direct dialogue
- b.) indirect dialogue
- c.) none of the above

Instructions: Edit and rewrite the sentences below, correcting all errors in capitalization, placement of commas, and placement of quotation marks.

4.) mrs. burns said today we will learn all about the solar system.

5.) What happens next in the movie asked Doug.

6.) Watch out yelled Fred. You were almost hit by a car.

Name: _____

Date: _____

4.L.2b

Standards Based Assessment

Score

7.) At last, the Caterpillar took the straw out of its mouth, and spoke to her in a slow, sleepy voice. Who are you? asked the Caterpillar.

8.) This was not a good start to the conversation. Alice shyly replied I hardly know anymore since I've arrived at this strange place.

9.) What do you mean by that questioned the Caterpillar sternly. I don't know myself, sir said Alice, because I feel lost here. I don't understand chimed the Caterpillar.

10.) I can't put it more clearly Alice replied very politely. This place is like no place I've ever seen before.

Name: _____

Date: _____

4.L.2c

Standards Based Assessment

Score

Instructions: Answer the questions below.

- 1.) A compound sentence has:
 - a.) two verbs that describe one subject.
 - b.) two independent clauses.
 - c.) subordinating conjunctions.
 - d.) one independent clause and one dependent clause.

- 2.) A complex sentence has:
 - a.) two pairs of subjects and verbs.
 - b.) two independent clauses.
 - c.) one independent clause and one dependent clause.
 - d.) two clauses of equal importance.

Instructions: Underline the independent clause and circle the dependent clause in the sentences below.

- 3.) Vita ate her ham sandwich as soon as she got home.

- 4.) You will be healthy if you eat nutritious foods.

Instructions: Circle the coordinating conjunctions in the word bank below.

- 5.)

for	so	unless	after
yet	though	and	upon
both	once	nor	but
since	because	either	before
or	except	although	

Instructions: Underline the coordinating conjunction in the sentences below and add a comma where it is appropriate.

- 6.) Tom practiced a lot yet he didn't win first place.

- 7.) Kristine doesn't eat dairy products nor does she eat red meat.

Name: _____

Date: _____

4.L.2c

Standards Based Assessment

Score

Instructions: Combine the two sentences into one compound sentence by adding a comma and a coordinating conjunction. Rewrite the sentence on the lines below.

8.) Fiona is going to the beach. Fiona put on sunscreen.

9.) Dylan could make pasta at home. Dylan could eat at an Italian restaurant.

10.) Christina does not like bees. Christina does not care for spiders.

Name: _____

Date: _____

4.L.2d

Standards Based Assessment

Score

Instructions: Circle the word on each line that is spelled correctly.

1.) evidence evadince evidince evidense

2.) conflikt kanflict conflict canflict

3.) syncere sincyre sinsere sincere

4.) perspectiv perspective perspektiv perspecktive

5.) anylize analize analyze anilyze

6.) antonym antonymn antonim antonimn

7.) fragmint fragment fraggment fregment

8.) entertane enturtain entertayne entertain

9.) sceintific scientific sientific syantific

10.) metafor metiphor metaphor metifore

Standards Based Assessment

4.L.3

Student Skills/Concepts and Vocabulary for 4.L.3:

Core Content: Language: Knowledge of Language

Standard 3: 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).

Skills and/or Concepts for Students:

Students should be able to:

4.L.3a:

- Use reference materials to find more precise or descriptive synonyms for words.
- Improve writing by adding more precise or descriptive synonyms for words.
- Evaluate a text to determine the effect of words and phrases on its meaning.

4.L.3b:

- Identify and explain the purpose of the different types of punctuation marks.
- Improve their writing by using punctuation to indicate feelings and mood.
- Correctly use the different types of punctuation marks.

4.L.3c:

- Identify situations that require formal versus informal English.
- Use appropriate language depending on the situation.

Name: _____

Date: _____

4.L.3a

Standards Based Assessment

Score

Instructions: Use a thesaurus and/or a dictionary to replace each underlined word with a more precise or descriptive word.

1.) Reba, our new pug puppy, jumped around the backyard.

2.) Jeff ran past two other sprinters to win the race.

3.) As Marley was crossing the street, she flew away from a car that almost hit her.

4.) We watched the go-carts move around the speed track.

5.) The students quickly gathered for the school pep rally.

Name: _____

Date: _____

4.L.3b

Standards Based Assessment

Score

Instructions: Match each term in the word bank to its use in writing.

- a. Comma b. Exclamation point c. Dash
d. Period e. Apostrophe f. Quotation marks
g. Parentheses

1.) Used to highlight a word or group of words in a sentence that is not important to the meaning of the sentence.

2.) Used at the beginning and the end of a speaker's exact words.

3.) Used to provide a break in a sentence and is a stronger break than a comma.

4.) Ends a sentence that is a statement or a command.

5.) Takes the place of letters left out of a contraction and is also used to show possession.

6.) Used to show a reader where to pause in a sentence.

7.) Ends a sentence and shows strong feeling or emotion.

Instructions: Punctuate the sentences below by combining words into contractions, adding commas, and adding punctuation for effect. Rewrite the sentences on the lines below.

8.) Oh my goodness I do not know what she is thinking

Name: _____

Date: _____

4.L.3b

Standards Based Assessment

Score

9.) Hands off Brian said Renee. Who told you I was sharing my chicken nuggets

10.) Hey uh Rachel. Would you um go to the dance with me Ross asked nervously
Wow. Ross. Of course. Rachel beamed.

Name: _____

Date: _____

4.L.3c

Standards Based Assessment

Score

Instructions: Determine whether the situations below call for formal or informal English.

1.) Writing a text message to a friend _____

2.) Writing a letter to your parents from camp _____

3.) Writing a business letter _____

4.) Writing a report or essay _____

Instructions: Determine whether the sentences below are written in formal English or informal English. Write the answer on the lines below.

5.) What did everyone discuss in my absence? _____

6.) What were y'all talkin' about while I was gone? _____

7.) I think you would enjoy the football game. _____

8.) Guys, you'll have an awesome time at the football game. _____

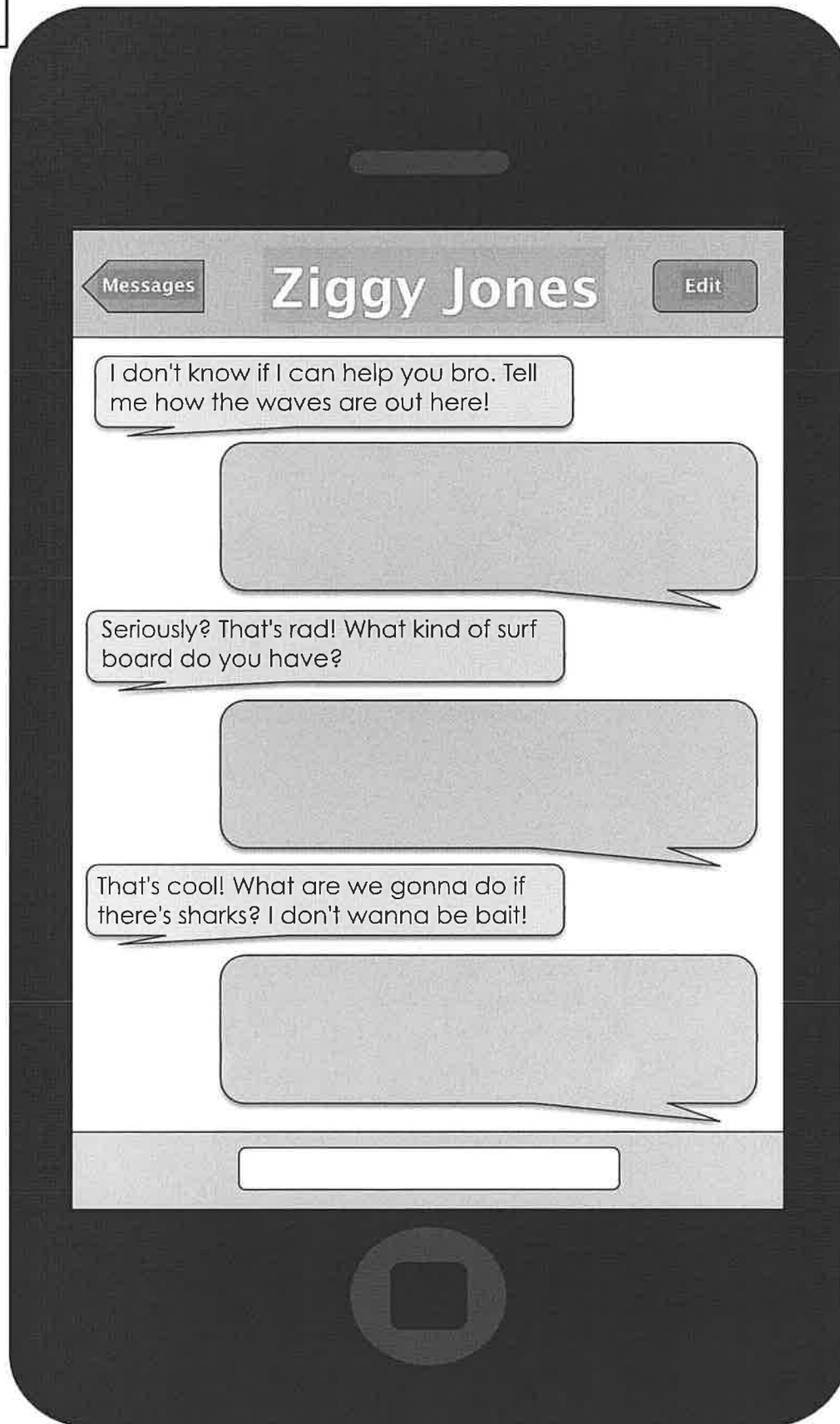
Instructions: Read the instructions below and complete the task on the phone on the next page.

9.) Ziggy Jones is an amazing surfer and he isn't from your town. You've been texting Ziggy to go surfing with you, but he doesn't use formal language where he's from. He thinks formal English is way too gnarly. Use your phone on the next page and text him in language you think he will understand.

Name: _____

Date: _____

4.L.3c



Name: _____

Date: _____

4.L.3c

Standards Based Assessment

Score

Instructions: Read the scenario below to help you complete the letter at the bottom of the page.

10.) The world as we know it is in danger! An evil company is making huge robots that can't be stopped. Mr. Marvelous is trying to defeat the robots, but he can't do it alone. Fortunately, he is in luck, because you are a superhero.

Mr. Marvelous is taking applications for Team Justice, but will only accept formal letters for the job application. Write 4-5 sentences below explaining your superhero skills, and why are you the superhero for the job. Use formal English to write the letter.

Team Justice HQ
49365 Supersonic Way
Kryptonian, TX 59345

March 8, 2045

Dear Mr. Marvelous,

Standards Based Assessment

4.L.4

Student Skills/Concepts and Vocabulary for 4.L.4:

Core Content: Language: Vocabulary Acquisition and Use

Standard 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.

- 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.

Skills and/or Concepts for Students:

Students should be able to:

4.L.4a:

- Use clues from the text to help define or understand the meaning of a word or phrase.
- Use what they know and their past experiences to help determine the meaning of a word or phrase.
- Understand and explain how clues in a text help a reader to understand words with multiple meanings.

4.L.4b:

- Identify and use common Greek and Latin roots and affixes.
- Define common Greek and Latin roots and affixes.
- Use common Greek and Latin roots and affixes to define new words.
- Understand the relationships between words with common Greek and Latin roots and affixes.

4.L.4c:

- Consult and use various references including dictionaries, thesauruses, glossaries, etc. in print and online.
- Recognize the difference between the various references including dictionaries, thesauruses, glossaries, etc. in print and online.
- Strengthen their writing and vocabulary by consulting appropriate references including dictionaries, thesauruses, glossaries, etc. in print and online.

Name: _____

Date: _____

4.L.4a

Standards Based Assessment

Score

Instructions: Circle the words in the sentence that serve as context clues for the underlined word.

- 1.) Resources such as oil and gasoline are used to power machines.
- 2.) Groceries, water bills, electricity bills, rent, and other expenses have to be paid every month.

Instructions: Read the text below and use context clues to determine the meaning of the underlined word.

- 3.) The old chair looked shabby and beat-up. Over the years, thousands and thousands of people have sat on that chair.
 - a.) worn out
 - b.) durable
 - c.) quality
 - d.) maintained
- 4.) The entire town appeared quiet and vacant. After the hurricanes hit, most people left and never returned.
 - a.) crowded
 - b.) silent
 - c.) empty
 - d.) flooded
- 5.) Although Joe wasn't the fastest or tallest basketball player, he was very smart and crafty. He usually made trick shots and used behind-the-back passes to fool the other team.
 - a.) slow
 - b.) skillful or sly
 - c.) strong
 - d.) hardworking
- 6.) Denard always vacuumed his room, made his bed, and picked up his clothes. His mother was very pleased at how tidy he kept his room.
 - a.) cluttered
 - b.) neat
 - c.) disorganized
 - d.) adjusted

Name: _____

Date: _____

4.L.4a

Standards Based Assessment

Score

7.) Fran was very humble. She never bragged or tried to draw attention to herself.

- a.) modest
- b.) showy
- c.) nervous
- d.) bold

Instructions: Answer the question below.

8.) Two words that are pronounced the same, are spelled the same, and have different meanings are called: _____.

Instructions: Read the definition of the word below and use the word correctly in a sentence.

9.) change: *to replace with another*

change: *money returned for paying more than you owe*

Name: _____

Date: _____

4.L.4a

Standards Based Assessment

Score

Instructions: Read the sentences below and use a dictionary to find a definition for the underlined word. Be sure the definition matches the way the word is used in the sentence.

10.) The doctor took care of the patient at the hospital after he broke his wrist.

What is the definition?

Tom is patient because he didn't mind waiting three hours to ride the rollercoaster.

What is the definition?

Name: _____

Date: _____

4.L.4b

Standards Based Assessment

Score

Instructions: Match each underlined affix to its definition by writing the letter on the line.

- | | |
|---------------------|---|
| 1.) _____ small | a.) east <u>ward</u> , down <u>ward</u> , for <u>ward</u> |
| 2.) _____ direction | b.) <u>tri</u> cycle, <u>tri</u> ceratops, <u>tri</u> ple |
| 3.) _____ see | c.) <u>bi</u> cycle, <u>bi</u> noculars, <u>bi</u> centennial |
| 4.) _____ two | d.) <u>mi</u> croscope, <u>mi</u> crowave, <u>mi</u> crophone |
| 5.) _____ three | e.) <u>vi</u> deo, <u>vi</u> sion, <u>vi</u> sible |

Instructions: Read the three words and their definitions below. Determine the common root and define it using information from the definitions given.

- 6.) "novel" – strikingly new, unusual, or different
"novice" – a beginner or to be new at something
"renovate" – to make like new again

Common Root: _____

Definition: _____

- 7.) "solitary" – being, living, or going alone or without companions
"solo" – a performance in which the performer has no partner or associate;
without a partner
"desolate" – abandoned or neglected; deserted

Common Root: _____

Definition: _____

Name: _____

Date: _____

4.L.4b

Standards Based Assessment

Score

- 8.) "inspect" – to examine or look over; to see something up close
"spectator" – a person who sees or watches something
"spectacle" – an eye-catching scene; something that can be seen or viewed, especially something that is remarkable or impressive

Common Root: _____

Definition: _____

- 9.) "transform" – to change in shape or structure
"reform" – to put something in an improved form or condition; to re-shape something
"uniform" – having the same shape as others; no differences

Common Root: _____

Definition: _____

- 10.) "photograph" – an image recorded by camera and written onto photosensitive paper
"autograph" – a person's own signature or handwriting
"telegraph" – a written message delivered over a wire

Common Root: _____

Definition: _____

Name: _____

Date: _____

4.L.4c

Standards Based Assessment

Score

Instructions: Use a dictionary, thesaurus, and an educational textbook to help answer the questions below.

1.) Which of following is not found in a dictionary?

- a.) definitions
- b.) word pronunciations
- c.) topics and events
- d.) parts of speech

2.) What kind of information is generally found in a thesaurus? List all of the types of information that you find.

3.) Which reference book would you use to find the definition of the word **colony**? Write one of the definitions that you found.

4.) Which reference book would you use if you wanted to figure out how to pronounce the word **wrench**? Write its pronunciation as you see it in the reference book.

5.) Use a thesaurus to find three synonyms and three antonyms for the word **oppose**.

Name: _____

Date: _____

4.L.4c

Standards Based Assessment

Score

6.) If you wanted to find the part of speech for the word **jog**, which reference book would you choose? Explain how you know.

7.) Define the word **sturdy** in your own words and check your knowledge of the meaning by consulting a reference book. Write the reference definition down after your own definition.

Your definition: _____

Reference definition: _____

8.) Suppose you're reading your science textbook, you see the word **hypothesis** highlighted in bold letters. Which reference tool in a textbook would help you to define this word?

9.) Which reference book would you use if you wanted to figure out how to pronounce the word **analyze**? Write its pronunciation as you see it in the reference book.

10.) Consult a reference book to define the word **portion**. Show your understanding of the word's definition by using it in a sentence.

Standards Based Assessment

4.L.5

Student Skills/Concepts and Vocabulary for 4.L.5:

Core Content: Language: Vocabulary Acquisition and Use

Standard 5: 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).

Skills and/or Concepts for Students:

Students should be able to:

4.L.5a:

- Recognize and interpret similes and metaphors found in a text.
- Recognize the differences between similes and metaphors found in a text.
- Use figurative language including similes and metaphors correctly to strengthen writing and enhance meaning.

4.L.5b:

- Identify the purpose for idioms, proverbs, and adages.
- Define the meaning of common idioms, proverbs, and adages used in a text.

4.L.5c:

- Recognize how particular words may be defined as synonyms, antonyms, and homographs of each other.
- Use synonyms to vary their writing.
- Use antonyms to vary their writing.
- Understand homographs to avoid common errors when speaking or writing.

Name: _____

Date: _____

4.L.5a

Standards Based Assessment

Score

Instructions: Answer the questions below. Be as detailed as possible.

1.) What is a simile? Give an example of a simile.

2.) What is a metaphor? Give an example of a metaphor.

3.) How are similes and metaphors alike? How are they different? Explain.

Instructions: Read the sentences below and identify whether the sentence contains a simile or a metaphor by writing 'simile' or 'metaphor' on the line. Underline the simile or metaphor in each sentence.

4.) Without her glasses, Grandma is as blind as a bat. _____

5.) The frost is biting on this cold morning. _____

6.) Dave was as still as a statue while playing hide-and-go-seek. _____

7.) The stars were diamonds shining bright in the sky. _____

Instructions: Answer the questions below.

8.) Write a list of 4 things that are very fast: _____

Write a sentence describing your fastest friend. Use one of the words from your list in a simile in the sentence.

Name: _____

Date: _____

4.L.5a

Standards Based Assessment

Score

Instructions: Read the poem and answer the questions below.

"Sleepy Sam"
by: Kristine Nannini

Sam, oh Sam, you sleep like a bear.
 Would you mind waking up this year?
 We used to be two peas in a pod,
 And now I have to hang out with Todd.
 Todd is great and I'm glad he's a friend,
 But he never stops talking--he's a book with no end.
 So please wake up and stop being a log,
 Before Todd asks me to play with his frog.
 Oh Sam, please wake up and get out bed,
 Because you're starting to sleep as much as the dead.

9.) Write all the similes you find in the poem on the lines below and tell what the author is comparing in each.

Simile:

What's being compared:

10.) Write all the metaphors you find in the poem on the lines below and tell what the author is comparing in each.

Metaphors:

What's being compared:

Name: _____

Date: _____

4.L.5b

Standards Based Assessment

Score

Instructions: Answer the questions below. Be as detailed as possible.

1.) What is an idiom?

2.) What are proverbs and adages?

Instructions: Choose the answer that best explains the underlined idiom, adage or proverb.

3.) After I got lost at the theme park, hearing my mom's voice was music to my ears.

- a.) something that is good to hear
- b.) the sound of music playing
- c.) something that is unpleasant to hear

4.) Carl was a very fast runner. Making the track team was a piece of cake.

- a.) something that is difficult to do
- b.) a sweet dessert made from batter and topped with frosting
- c.) something that is easy to do

5.) I told Jenny a secret and she let the cat out of the bag.

- a.) shared a secret
- b.) ruined someone's day
- c.) released someone's cat

6.) I always set my alarm for 5 a.m., because the early bird catches the worm.

- a.) birds wake up early
- b.) those who wake up early will have an advantage and be successful
- c.) those who wake up early will get anything they want

Name: _____

Date: _____

4.L.5b

Standards Based Assessment

Score

Instructions: Identify the idiom, adage, or proverb in the sentences below by underlining it. Explain its meaning on the lines below.

7.) Tom had to stay home from school because he was feeling under the weather.

8.) Herb got cold feet before speaking in front of the large crowd.

9.) Zack was surprised when his lost dog, Buster, showed up out of the blue.

10.) Regis tried to swim across the entire lake and realized that he had bitten off more than he could chew.

Name: _____

Date: _____

4.L.5c

Standards Based Assessment

Score

Instructions: Answer the questions below. Be as detailed as possible.

1.) Explain the difference between synonyms and antonyms.

Instructions: Circle the synonyms that could replace the underlined word. There may be more than one correct answer. You may use a dictionary and a thesaurus to help you.

2.) The split-pea soup gave off a strong odor.

- a.) stench
- b.) sweetness
- c.) aroma
- d.) smell
- e.) perfume
- f.) bouquet

3.) Brian typically mows my grandmother's lawn once per week.

- a.) usually
- b.) rarely
- c.) never
- d.) regularly
- e.) routinely
- f.) sometimes

4.) Gary marched home with pride after getting an A+ on his test.

- a.) sorrow
- b.) misery
- c.) happiness
- d.) joy
- e.) woe
- f.) pain

Name: _____

Date: _____

4.L.5c

Standards Based Assessment

Score

- 5.) Jillian was known for making bold statements that caught everyone's attention.
- a.) timid
 - b.) meek
 - c.) fearless
 - d.) cautious
 - e.) daring
 - f.) shy

Instructions: Draw a line from the word in column A to its antonym in column B.

- | | | | |
|-----|-----------|--|-----------|
| 6.) | A | | B |
| | close | | worthless |
| | difficult | | sturdy |
| | fragile | | youthful |
| | valuable | | easy |
| | mature | | distant |

Instructions: Write an antonym for each underlined word in the space provided.

- 7.) Dianna spent a considerable amount of her time volunteering. She had a good heart. _____
- 8.) Victor's family was known for throwing lavish parties. The decorations were like something you would see in a king's castle. _____
- 9.) My mom was disappointed in my report card. I knew I'd be grounded for a month. _____
- 10.) The cheerleading team was very peppy, despite the fact that they finished in last place. _____

Standards Based Assessment

4.L.6

Student Skills/Concepts and Vocabulary for 4.L.6:

Core Content: Language: Vocabulary Acquisition and Use

Standard 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).

Skills and/or Concepts for Students:

Students should be able to:

- Understand words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).
- Use words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).
- Understand fourth grade-appropriate words basic to a particular topic (e.g., wildlife, conservation, adapt, endangered, etc.).
- Use fourth grade-appropriate words basic to a particular topic (e.g., wildlife, conservation, adapt, endangered, etc.).

Name: _____

Date: _____

4.L.6

Standards Based Assessment

Score

Instructions: Choose the word in the parentheses that best fits the meaning of the sentence.

- 1.) "Riley, why don't you explain how force, mass, and acceleration are related?" (quizzed / whined / said) Devon.
- 2.) Joe casually (strolled / walked / raced) through the park with Rufus, his dog.
- 3.) My dog, Rufus, (removed / took / snatched) a piece of pizza off my plate when I wasn't looking.
- 4.) "Kristine, would you, um, like to, um, dance with me?" (asked / stammered / said) Brett.
- 5.) The baby (whined / complained / grumbled) when it was time for his nap.

Instructions: Read the passage below to answer questions about the highlighted words. You may use a textbook or a dictionary to help you.

For most of the 20th century, rhinos lived in many places all over the world. Today, very few rhinos are able to survive outside of **captivity**. Over the past few years, rhinos have been hunted and killed for their ivory horns, which are a very valuable resource in some parts of the world. Unfortunately, as a result of **poaching**, rhinos are now an **endangered** species. Many **conservation** groups are working to save rhinos from **extinction**. Conservation groups have increased the number of rhinos by keeping them in protected places where poachers cannot hunt them. However, some animal rights groups fear that rhinos raised in **captivity** will not be able to **adapt** once they are released back into the wild. Their biggest concern is that if you always give the animal a source of food, it will never learn to find or hunt for food on its own or develop survival skills.

- 6.) What does it mean when an animal is **endangered** and when an animal is **extinct**? Give an example of an endangered species.

Name: _____

Date: _____

4.L.6

Standards Based Assessment

Score

7.) What does it mean when an animal is kept in **captivity**? What are some positive and negative things about keeping animals in **captivity**?

8.) What does **conservation** mean? Explain what conservation groups do to help animals.

9.) What is **poaching**? Why do some people poach rhinos?

10.) What does it mean to **adapt**? Explain why rhinos in captivity may have problems **adapting** to life back in the wild.
