

NAME : _____

CLASS : _____

DATE : _____

1. Our house is _____ than hers.

- A large B largest
 C larger

2. This is the _____ bicycle I have ever seen.

- A smaller B small
 C smallest

3. Your horse ran the _____ of any horse in the race.

- A faster B fast
 C fastest

4. This pair of shoes is certainly better but it is much _____.

- A expensive.
 B more expensive.
 C most expensive.

5. We need a _____ house.

- A big B bigger
 C biggest

6. The _____ drive, the _____ it is.

- A faster, more dangerous B fast, dangerous
 C fastest, most dangerous

7. That is the _____ film I have seen this year.

4th Grade Superlatives

A Gutmann



4th Grade Superlatives:

Conquering Fourth Grade Jennifer Prior,2017-04-03 Conquering Fourth Grade is a fun workbook designed to help students master key grade level skills This inspiring workbook covers the entire school year in 10 motivating units making at home learning quick and easy Challenge students to expand their reading writing language math science and social studies skills with effective daily practice activities Watch as students build confidence and develop critical thinking skills and art appreciation with effective independent learning activities Parents appreciate the teacher approved activity books that keep their child engaged and learning Great for homeschooling or to provide extra practice Each unit allows students to work at their own pace Includes easy to follow instructions an answer key and supportive family activities Teachers trust the standards based activities to reinforce learning and address learning gaps The easy to use workbook covers the key grade level skills students need to master

Patterns of Power, Grades 1-5 Jeff Anderson,Whitney La Rocca,2017 Jeff Anderson and literacy coach Whitney La Rocca take you into primary and intermediate classrooms where students are curious about language engage with the world around them and notice and experiment with the conventions all writers use Instead of chanting grammar rules or completing countless convention worksheets we invite young writers to explore conventions as special effects devices that activate meaning Our students study authentic texts and come to recognize these patterns of power the essential grammar conventions that readers and writers require to make meaning The first part of the book introduces a vibrant approach to grammar instruction and sets up what you need to immerse yourself in the Patterns of Power process inviting students to experiment and play with language The second part of the book offers over seventy practical ready to use lessons including Extensive support materials Over 100 mentor sentences curated for grades 1 5 Student work samples Tips and power notes to facilitate your own knowledge and learning Examples for application In Patterns of Power Jeff and Whitney suggest that taking just five minutes from your reading workshop and five minutes from your writing workshop to focus on how the conventions connect reading and writing will miraculously affect your students understanding of how language works for readers and writers

IEP Goal Writing for Speech-Language Pathologists Lydia Kopel,Elissa Kilduff,2020-06-15 IEP Goal Writing for Speech Language Pathologists Utilizing State Standards Second Edition familiarizes the speech language pathologist SLP with specific Early Learning Standards ELS and Common Core State Standards CCSS as well as the speech language skills necessary for students to be successful with the school curriculum It also describes how to write defensible Individualized Education Plan IEP goals that are related to the ELS and CCSS SLPs work through a set of steps to determine a student s speech language needs First an SLP needs to determine what speech language skills are necessary for mastery of specific standards Then the SLP determines what prerequisite skills are involved for each targeted speech language skill Finally there is a determination of which Steps to Mastery need to be followed It is through this process that an SLP and team of professionals can appropriately develop interventions and an

effective IEP The text takes an in depth look at the following speech language areas vocabulary questions narrative skills summarize compare and contrast main idea and details critical thinking pragmatics syntax and morphology and articulation and phonological processes These areas were selected because they are the most commonly addressed skills of intervention for students aged 3 to 21 with all levels of functioning For each listed area the text analyzes the prerequisite skills and the corresponding Steps to Mastery It provides a unique step by step process for transforming the Steps to Mastery into defensible IEP goals The key is to remember that the goal must be understandable doable measurable and achievable This text provides clear guidelines of quantifiable building blocks to achieve specific goals defined by the student s IEP School based SLPs are instrumental in helping students develop speech and language skills essential for mastery of the curriculum and standards All SLPs working with school aged children in public schools private practice or outpatient clinics will benefit from the information in this text New to the Second Edition Ten Speech and Language Checklists for determining speech and language needs of an individual 3 21 years of age as well as measuring progress Material on measuring progress including five performance updates Goal writing case studies for four students of different ages and skill levels A thoroughly updated chapter on writing goals with up to date examples Revised Prerequisite Skills and Steps to Mastery to reflect the current state of research Expanded focus on evidence based practice Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

Connect Teachers Edition 4 Jack C. Richards, Carlos Barbisan, Chuck Sandy, 2004-12-13 *Connect First Edition* is a fun 4 level multi skills American English course especially written and designed for young adolescents The comprehensive interleaved Teacher s Edition 4 provides teaching support for Student s Book 4 which is a high intermediate level text for students aged 11 15 Teacher s Edition 4 provides step by step instructions to present practice and review all new language It also features the audio scripts optional exercises and informative notes The back of Teacher s Edition 4 contains a rich source of support materials many of which are copiable

A Surprise for Lily (The Adventures of Lily Lapp Book #4) Mary Ann Kinsinger, Suzanne Woods Fisher, 2013-09-01 Change is brewing for Lily Lapp Her favorite cousin Hannah moves away and Harvey Hershberger a boy with a talent for trouble moves right in Harvey s antics stir up the entire schoolhouse and his fondness for Lily gets under Aaron Yoder s skin Add in a mischievous dog rescued by Lily s brother an old Shawnee Indian and a mother bear and a secret Lily s mother is keeping and you ve got a recipe for laughter love and big surprises Girls ages 8 to 12 will love navigating the changes in Lily s world with her in this final book in the sweetly simple Adventures of Lily Lapp series

How Much English Grammar? Martin James Stormzand, Michael Vincent O'Shea, 1924 [Language Arts, Grade 6](#) Spectrum, 2006-12-11 Our proven Spectrum Language Arts grade 6 workbook features 184 pages of fundamentals in grammar and sentence structure Recently updated to current national standards including tips for clearer writing proofreading activities and combining sentences This workbook for children ages 11 to 12 includes exercises that reinforce

mechanics and punctuation to assist in developing proficiency Language Arts skills include Gerunds Colons and semicolons Double negative Writer s guide Our best selling Spectrum Language Arts series features age appropriate workbooks for Kindergarten to grade 6 Developed with the latest standards based teaching methods that provide targeted practice in language arts fundamentals to ensure successful learning Outline of Course of Study Eastern Michigan University. Training School Dept,1892 *Economics for Consumers* Leland James Gordon,1939 **How To Have Self-confidence: Building Self-esteem One Thought, One Word At A Time** Lee Crockett,2012-02-22 If you have ever wanted to know more about how to build self confidence or if you struggle with a low self esteem this book offers simple and time tested principles for developing a healthy view of yourself You will learn how to build confidence through what you think to yourself what you tell yourself and through the things you say in life You always believe what you tell yourself Learn how to gain confidence one thought one word at a time **Course of Study in English for Montana High Schools** Montana. Dept. of public instruction,1925 Weekly bulletin (California State Dept. of Public Health). v. 4-7, 1925-29 ,1925 *Elucidations of the Student's Greek Grammar* Georg Curtius,1870 *The Journal of Geography* ,1917 Report ,1877 **The Saturday Evening Post** ,1909 *Southwestern School Journal* ,1899 *American Artisan, Tinner and House Furnisher* Daniel Stern,1917 *Courses of Study in English* LONG BEACH, CALIF. . BOARD OF EDUCATION,1921 **International Index to Periodicals** ,1929 An author and subject index to publications in fields of anthropology archaeology and classical studies economics folklore geography history language and literature music philosophy political science religion and theology sociology and theatre arts

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