

Main Criteria: Colorado Academic Standards (CAS)

Secondary Criteria: Spelling Classroom

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

Colorado Academic Standards (CAS)

Language Arts

Grade: 4 - Adopted: 2010

CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.2.	Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	4.2.2.b.i.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4) <u>Spelling Classroom</u> <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out.
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.3.	Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
EVIDENCE OUTCOMES	4.2.3.b.ii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c) <u>Spelling Classroom</u> <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out. <u>Sentence Completion</u> Match words with their appropriate contextual sentence. <u>Word Introduction</u> Words are pronounced and introduced in a contextual setting. <u>Word Jumble</u> Move letters with cursor to form correctly spelled word.
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.3.	Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.3.c.	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. (CCSS: L.4.4)
EVIDENCE OUTCOMES	4.2.3.c.i.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a) <u>Spelling Classroom</u> <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out. <u>Sentence Completion</u> Match words with their appropriate contextual sentence. <u>Word Introduction</u> Words are pronounced and introduced in a contextual setting. <u>Word Jumble</u> Move letters with cursor to form correctly spelled word.
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.3.	Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.3.d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
EVIDENCE OUTCOMES	4.2.3.d.ii i.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c) <u>Spelling Classroom</u> <u>Synonyms & Ants</u> Students are asked to select a word's antonym or synonym. <u>Vocabulary Bee</u> Select a word or phrase that best describes each list word. <u>Vocabulary Test</u> Select the correct definition for each word in this multiple choice environment. <u>Word Introduction</u> Words are pronounced and introduced in a contextual setting.
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.3.	Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.3.e.	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). (CCSS: L.4.6) <u>Spelling Classroom</u> <u>Alphabetize List</u> Place words in order based upon alphabetizing principles. <u>Crossword Puzzle</u> Click on a box and enter the word that best completes the sentence and fits into the puzzle. <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <u>Flash Cards</u> Words with definitions on the flip side. <u>Hang A Bot</u> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse. <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list. <u>Pen & Paper Spelling Test</u> Program verbally presents each word and asks the student to write the word on a sheet of paper. <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out. <u>Sentence Completion</u> Match words with their appropriate contextual sentence. <u>Snowman Challenge</u> Clues are provided and when words are spelled correctly, a snowman starts to take shape and build. <u>Spell & Learn</u> Words are pronounced and introduced in a contextual setting <u>Spelling Bee</u> Hear the word used in a sentence and try to spell. <u>Spelling Contest</u> Spell the words as quickly as possible promoting word awareness and visual memory. <u>Spelling Quiz</u> Multiple choice environment with five different variations of each a word to select from. <u>Spelling Test</u> Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling. <u>Vocabulary Bee</u> Select a word or phrase that best describes each list word. <u>Vocabulary Test</u> Select the correct definition for each word in this multiple choice environment. <u>Word Find Puzzle</u> Students find the words hidden in puzzles emphasizing pattern recognition and retention.

		<p>Word Introduction Words are pronounced and introduced in a contextual setting.</p> <p>Word Jumble Move letters with cursor to form correctly spelled word.</p> <p>Word Ladder Sequence of words built upon the previous and advance down the ladder with each correct answer.</p> <p>Word Search Students are presented a word bank and they must find each word hidden in the puzzle.</p> <p>Writing Sentences Hear each word and then type in a sentence using the word in context.</p>
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.2.	Informational and persuasive texts use the recursive writing process. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)
EVIDENCE OUTCOMES	4.3.2.a.i.	<p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)</p> <p><u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.</p>
EVIDENCE OUTCOMES	4.3.2.a.vi	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)</p> <p><u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.</p>
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.c.	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)</p> <p><u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.</p>
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.e.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
EVIDENCE OUTCOMES	4.3.3.e.i.	<p>Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)</p> <p><u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.</p>
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
EVIDENCE OUTCOMES	4.3.3.f.vii	<p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)</p> <p><u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list. <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out.</p>

		<p>Writing Sentences Hear each word and then type in a sentence using the word in context.</p>
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.g.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
EVIDENCE OUTCOMES	4.3.3.g.iv	<p>Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)</p> <p>Spelling Classroom Create Handwriting Worksheets Create and print a PDF where students can practice handwriting each word on the list. Crossword Puzzle Click on a box and enter the word that best completes the sentence and fits into the puzzle. Flash Cards Words with definitions on the flip side. Hang A Bot Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse. Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive. Paragraph Writing Write a paragraph incorporating each word from the list. Pen & Paper Spelling Test Program verbally presents each word and asks the student to write the word on a sheet of paper. Snowman Challenge Clues are provided and when words are spelled correctly, a snowman starts to take shape and build. Spell & Learn Words are pronounced and introduced in a contextual setting Spelling Bee Hear the word used in a sentence and try to spell. Spelling Contest Spell the words as quickly as possible promoting word awareness and visual memory. Spelling Quiz Multiple choice environment with five different variations of each a word to select from. Spelling Test Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling. Vocabulary Bee Select a word or phrase that best describes each list word. Word Introduction Words are pronounced and introduced in a contextual setting. Word Jumble Move letters with cursor to form correctly spelled word. Word Ladder Sequence of words built upon the previous and advance down the ladder with each correct answer. Word Search Students are presented a word bank and they must find each word hidden in the puzzle. Writing Sentences Hear each word and then type in a sentence using the word in context.</p>
CONTENT AREA	CO.4.4.	Research and Reasoning
STANDARD	4.4.2.	Identifying implications, concepts, and ideas enriches reasoning skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.4.2.c.	<p>Identify the key concepts and ideas they and others use.</p> <p>Spelling Classroom Sentence Completion Match words with their appropriate contextual sentence.</p>

