Indiana Academic Standards
Language Arts

Grade: **4** - Adopted: **2014/Updated 2017**

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RV.1	Build and use accurately general academic and content-specific words and phrases. **Spelling Classroom** **Scrambled Sentences** **Drag and drop the words to form a correct sentence before the time runs out.**
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words. **Spelling Classroom** **Scrambled Sentences** **Drag and drop the words to form a correct sentence before the time runs out.** **Sentence Completion** **Match words with their appropriate contextual sentence.** **Word Introduction** **Words are pronounced and introduced in a contextual setting.** **Word Jumble** **Move letters with cursor to form correctly spelled word.**
EXPECTATION / INDICATOR	4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. **Spelling Classroom** **Synonyms & Ants** **Students are asked to select a word's antonym or synonym.** **Vocabulary Bee** **Select a word or phrase that best describes each list word.** **Vocabulary Test** **Select the correct definition for each word in this multiple choice environment.** **Word Introduction** **Words are pronounced and introduced in a contextual setting.**
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area. **Spelling Classroom** **Scrambled Sentences**

		Drag and drop the words to form a correct sentence before the time runs out.
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Handwriting**
EXPECTATION / INDICATOR	4.W.2.1	**Write legibly in print or cursive, forming letters and words that can be read by others.** **Spelling Classroom** **Create Handwriting Worksheets** **Create and print a PDF where students can practice handwriting each word on the list.** **Hear It Say It Write It** **Word pronunciation with student modeling along with word writing in print or cursive.** **Pen & Paper Spelling Test** **Program verbally presents each word and asks the student to write the word on a sheet of paper.**
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Writing Genres: Argumentative, Informative, and Narrative**
EXPECTATION / INDICATOR	4.W.3.2	**Write informative compositions on a variety of topics that–**
INDICATOR		**Provide supporting paragraphs with topic and summary sentences.** **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.**
INDICATOR		**Use language and vocabulary appropriate for audience and topic.** **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.**
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Writing Genres: Argumentative, Informative, and Narrative**
EXPECTATION / INDICATOR	4.W.3.3	**Write narrative compositions in a variety of forms that–**
INDICATOR		**Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.** **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.**
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**The Writing Process**
EXPECTATION / INDICATOR	4.W.4	**Apply the writing process to–**
INDICATOR		**Use technology to interact and collaborate with others to publish legible documents.** **Spelling Classroom**

		Paragraph Writing Write a paragraph incorporating each word from the list.
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	4.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	4.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so). **Spelling Classroom** **Paragraph Writing** Write a paragraph incorporating each word from the list. **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out. **Sentence Completion** Match words with their appropriate contextual sentence. **Writing Sentences** Hear each word and then type in a sentence using the word in context.
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	4.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	4.W.6.2c	Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words. **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.