Minnesota Academic Standards

Language Arts

Grade: **4** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.4.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **Spelling Classroom** **Scrambled Sentences** **Drag and drop the words to form a correct sentence before the time runs out.**
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	4.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	4.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **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.**
CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	4.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	4.6.2.2.a.	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. **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.**
INDICATORS OF PROGRESS	4.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.**

CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	4.6.6.6.	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. **Spelling Classroom** **Paragraph Writing** Write a paragraph incorporating each word from the list.
CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	4.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	4.10.1.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **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. **Writing Sentences** Hear each word and then type in a sentence using the word in context.
CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	4.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	4.10.2.2.d.	Spell grade-appropriate words correctly, consulting references as needed. **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.
CONTENT STANDARD / DOMAIN	**MN.4.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Knowledge of Language**
INDICATORS OF PROGRESS / STRAND	**4.10.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATORS OF PROGRESS	**4.10.3.3. a.**	**Choose words and phrases to convey ideas precisely.** Spelling Classroom **Paragraph Writing** **Write a paragraph incorporating each word from the list.**
CONTENT STANDARD / DOMAIN	**MN.4.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**4.10.4.4.**	**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.**
INDICATORS OF PROGRESS	**4.10.4.4. a.**	**Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.** 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.**
CONTENT STANDARD / DOMAIN	**MN.4.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**4.10.5.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.**
INDICATORS OF	**4.10.5.5.**	**Demonstrate understanding of words by relating them to their opposites**

PROGRESS	**c.**	(antonyms) and to words with similar but not identical meanings (synonyms). **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.
CONTENT STANDARD / DOMAIN	**MN.4.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**4.10.6.6.**	**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).** **Spelling Classroom** **Alphabetize List** Place words in order based upon alphabetizing principles. **Crossword Puzzle** Click on a box and enter the word that best completes the sentence and fits into the puzzle. **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **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. **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. **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. **Vocabulary Test** Select the correct definition for each word in this multiple choice environment. **Word Find Puzzle** Students find the words hidden in puzzles emphasizing pattern recognition and retention. **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. |