

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Spelling Classroom

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Language Arts

Grade: 4 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.4R.	4th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	4R4.	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL) <u>Spelling Classroom</u> <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out.
STRAND / DOMAIN / UNIFYING THEME	NY.4RF.	4th Grade Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	4RF4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	4RF4b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <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.
STRAND / DOMAIN / UNIFYING THEME	NY.4W.	4th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	4W2.	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
EXPECTATION / CONTENT SPECIFICATION	4W2c.	Use precise language and domain-specific vocabulary. <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
STRAND / DOMAIN / UNIFYING THEME	NY.4W.	4th Grade Writing Standards
CATEGORY /		Text Types and Purposes

CLUSTER / KEY IDEA		
STANDARD / CONCEPTUAL UNDERSTANDING	4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / CONTENT SPECIFICATION	4W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. Spelling Classroom Paragraph Writing Write a paragraph incorporating each word from the list.
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	4L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3 → 5:
EXPECTATION / CONTENT SPECIFICATION	4L1.1.	Produce simple, compound, and complex sentences. 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.
EXPECTATION / CONTENT SPECIFICATION	4L1.16.	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.
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	4L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3 → 5:
EXPECTATION / CONTENT SPECIFICATION	4L2.9.	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). 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.

		<p>Paragraph Writing Write a paragraph incorporating each word from the list.</p> <p>Pen & Paper Spelling Test Program verbally presents each word and asks the student to write the word on a sheet of paper.</p> <p>Snowman Challenge Clues are provided and when words are spelled correctly, a snowman starts to take shape and build.</p> <p>Spell & Learn Words are pronounced and introduced in a contextual setting</p> <p>Spelling Bee Hear the word used in a sentence and try to spell.</p> <p>Spelling Contest Spell the words as quickly as possible promoting word awareness and visual memory.</p> <p>Spelling Quiz Multiple choice environment with five different variations of each a word to select from.</p> <p>Spelling Test Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.</p> <p>Vocabulary Bee Select a word or phrase that best describes each list word.</p> <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>
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>4L2.10.</p>	<p>Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Spelling Classroom Create Handwriting Worksheets Create and print a PDF where students can practice handwriting each word on the list.</p> <p>Crossword Puzzle Click on a box and enter the word that best completes the sentence and fits into the puzzle.</p> <p>Flash Cards Words with definitions on the flip side.</p> <p>Hang A Bot Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.</p> <p>Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.</p> <p>Paragraph Writing Write a paragraph incorporating each word from the list.</p> <p>Pen & Paper Spelling Test Program verbally presents each word and asks the student to write the word on a sheet of paper.</p> <p>Snowman Challenge Clues are provided and when words are spelled correctly, a snowman starts to take shape and build.</p> <p>Spell & Learn Words are pronounced and introduced in a contextual setting</p> <p>Spelling Bee Hear the word used in a sentence and try to spell.</p> <p>Spelling Contest Spell the words as quickly as possible promoting word awareness and visual memory.</p> <p>Spelling Quiz Multiple choice environment with five different variations of each a word to select from.</p> <p>Spelling Test Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.</p> <p>Vocabulary Bee Select a word or phrase that best describes each list word.</p>

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STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDING	4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	4L3a.	Choose words and phrases to convey ideas precisely. <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	4L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. <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.
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	4L5c.	Demonstrate understanding of words by relating them to their antonyms and synonyms. <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.

		Word Introduction Words are pronounced and introduced in a contextual setting.
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	4L6.	Acquire and accurately use general academic and content-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). <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.