

Standards Correlated to **Building Vocabulary from Word Roots Level 4 12733**

New York State P-12 Common Core Learning Standards

Grade 4

Language Arts

STRAND / DOMAIN NY.CC.4.RF. Reading Standards: Foundational Skills

CATEGORY /
CLUSTER

Phonics and Word Recognition

STANDARD

4.RF.3.

Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION 4.RF.3.a.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Correlated Lessons:

Pages: All; Objective 02: Students use phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words (e.g., vowel patterns, complex word families, syllabication, root words, affixes).

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CATEGORY /
CLUSTER

Fluency

STANDARD

4.RF.4.

Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION 4.RF.4.c.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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STRAND / DOMAIN NY.CC.4.SL. Speaking and Listening Standards

CATEGORY /
CLUSTER

Comprehension and Collaboration

STANDARD

4.SL.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION 4.SL.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Correlated Lessons:

Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props).

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CATEGORY /
CLUSTER

Presentation of Knowledge and Ideas

STANDARD

4.SL.4.

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Correlated Lessons:

Pages: All; Objective 04: Students use strategies to

convey a clear main point when speaking (e.g., express ideas in a logical manner; use specific vocabulary to establish tone and present information).

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STANDARD

4.SL.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Correlated Lessons:

Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props).

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STRAND / DOMAIN NY.CC.4.L.

Language Standards

CATEGORY /
CLUSTER

Conventions of Standard English

STANDARD

4.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 4.L.1.g. Correctly use frequently confused words (e.g., to, too, two; there, their).

Correlated Lessons:

Pages: All; Objective 03: Students understand level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words).

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STANDARD 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 4.L.2.d. Spell grade-appropriate words correctly, consulting references as needed.

Correlated Lessons:

Pages: All; Objective 01: Students use conventions of spelling in written compositions (e.g., spell high-frequency, commonly misspelled words from appropriate grade-level list; use a dictionary and other resources to spell words).

Pages: All; Objective 01: Students use conventions of spelling in written compositions (e.g., spell high-frequency, commonly misspelled words from appropriate grade-level list; use a dictionary and other resources to spell words; use initial consonant substitution to spell related words; use vowel combinations for correct spelling; use contractions, compounds, roots, suffixes, prefixes, and syllable constructions to spell words).

CATEGORY /
CLUSTER

Knowledge of Language

STANDARD 4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 4.L.3.a. Choose words and phrases to convey ideas precisely.

Correlated Lessons:

Pages: All; Objective 05: Students use level-appropriate vocabulary in speech (e.g., familiar

idioms, similes, word play).

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Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props).

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EXPECTATION 4.L.3.c.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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CATEGORY /
CLUSTER

Vocabulary Acquisition and Use

STANDARD 4.L.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.

EXPECTATION 4.L.4.a.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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EXPECTATION 4.L.4.b.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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STANDARD 4.L.5.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION 4.L.5.c.

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Correlated Lessons:

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STANDARD 4.L.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).

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