

**Main Criteria:** Arkansas Curriculum Frameworks

**Secondary Criteria:** Spelling Classroom

**Subject:** Language Arts

**Grade:** 9

**Correlation Options:** Show Correlated

**Arkansas Curriculum Frameworks**

**Language Arts**

Grade: 9 - Adopted: 2016

<b>STRAND / TOPIC</b>	<b>AR.RL.9-10.</b>	<b>Grades 9-10 Reading Standards for Literature</b>
<b>CONTENT STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  <u>Spelling Classroom</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
<b>STRAND / TOPIC</b>	<b>AR.RI.9-10.</b>	<b>Grades 9-10 Reading Standards for Informational Text</b>
<b>CONTENT STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  <u>Spelling Classroom</u> <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out.
<b>STRAND / TOPIC</b>	<b>AR.W.9-10.</b>	<b>Grades 9-10 Writing Standards</b>
<b>CONTENT STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>BENCHMARK / PROFICIENCY</b>	W.9-10.2.D.	Use precise language and domain-specific words to manage the complexity of the topic.  <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
<b>STRAND / TOPIC</b>	<b>AR.W.9-10.</b>	<b>Grades 9-10 Writing Standards</b>
<b>CONTENT STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	W.9-10.3.	Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>BENCHMARK / PROFICIENCY</b>	W.9-10.3.D.	Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.  <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
<b>STRAND / TOPIC</b>	<b>AR.W.9-10.</b>	<b>Grades 9-10 Writing Standards</b>
<b>CONTENT STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE</b>	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update

EXPECTATION		individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  <a href="#">Spelling Classroom</a> <a href="#">Paragraph Writing</a> Write a paragraph incorporating each word from the list.
STRAND / TOPIC	AR.L.9-10.	Grades 9-10 Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE EXPECTATION	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.
BENCHMARK / PROFICIENCY	L.9-10.2.D.	Spell correctly.  <a href="#">Spelling Classroom</a> <a href="#">Create Handwriting Worksheets</a> Create and print a PDF where students can practice handwriting each word on the list. <a href="#">Crossword Puzzle</a> Click on a box and enter the word that best completes the sentence and fits into the puzzle. <a href="#">Flash Cards</a> Words with definitions on the flip side. <a href="#">Hang A Bot</a> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse. <a href="#">Hear It Say It Write It</a> Word pronunciation with student modeling along with word writing in print or cursive. <a href="#">Paragraph Writing</a> Write a paragraph incorporating each word from the list. <a href="#">Pen &amp; Paper Spelling Test</a> Program verbally presents each word and asks the student to write the word on a sheet of paper. <a href="#">Snowman Challenge</a> Clues are provided and when words are spelled correctly, a snowman starts to take shape and build. <a href="#">Spell &amp; Learn</a> Words are pronounced and introduced in a contextual setting <a href="#">Spelling Bee</a> Hear the word used in a sentence and try to spell. <a href="#">Spelling Contest</a> Spell the words as quickly as possible promoting word awareness and visual memory. <a href="#">Spelling Quiz</a> Multiple choice environment with five different variations of each a word to select from. <a href="#">Spelling Test</a> Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling. <a href="#">Vocabulary Bee</a> Select a word or phrase that best describes each list word. <a href="#">Word Introduction</a> Words are pronounced and introduced in a contextual setting. <a href="#">Word Jumble</a> Move letters with cursor to form correctly spelled word. <a href="#">Word Ladder</a> Sequence of words built upon the previous and advance down the ladder with each correct answer. <a href="#">Word Search</a> Students are presented a word bank and they must find each word hidden in the puzzle. <a href="#">Writing Sentences</a> Hear each word and then type in a sentence using the word in context.
STRAND / TOPIC	AR.L.9-10.	Grades 9-10 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK / PROFICIENCY	L.9-10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or

		<p>phrase.</p> <p><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.</p>
BENCHMARK / PROFICIENCY	L.9-10.4.D.	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><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.</p>
STRAND / TOPIC	AR.L.9-10.	Grades 9-10 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.
BENCHMARK / PROFICIENCY	L.9-10.5.B.	<p>Analyze nuances in the meaning of words with similar denotations.</p> <p><u>Spelling Classroom</u>  <u>Definition Matching</u>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
STRAND / TOPIC	AR.L.9-10.	Grades 9-10 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.6.	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>Spelling Classroom</u>  <u>Definition Matching</u>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.  <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>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>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>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.  <u>Word Ladder</u>  Sequence of words built upon the previous and advance down the ladder with each correct answer.</p>
STRAND / TOPIC	AR.CWS.	Creative Writing-Semester

<b>CONTENT STANDARD</b>	<b>W.</b>	<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.2.CWS.</b>	Students will use a range of writing techniques to produce original compositions in a variety of genres for multiple purposes and audiences
<b>BENCHMARK / PROFICIENCY</b>	<b>W.2.CWS. 5.</b>	Apply literary devices, narrative techniques, and a variety of stylistic devices (e.g., vivid word choice, abstract versus concrete language, descriptive language, sensory details, tone, voice, persona) in student writing  <a href="#">Spelling Classroom</a> <a href="#">Paragraph Writing</a> Write a paragraph incorporating each word from the list.
<b>STRAND / TOPIC</b>	<b>AR.CWY.</b>	<b>Creative Writing-Year</b>
<b>CONTENT STANDARD</b>	<b>W.</b>	<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.2.CWY.</b>	Students will use a range of writing techniques to produce original compositions in a variety of genres for multiple purposes and audiences.
<b>BENCHMARK / PROFICIENCY</b>	<b>W.2.CWY. 6.</b>	Apply literary devices, narrative techniques, and a variety of stylistic devices (e.g., vivid word choice, abstract versus concrete language, descriptive language, sensory details, tone, voice, persona) in student writing  <a href="#">Spelling Classroom</a> <a href="#">Paragraph Writing</a> Write a paragraph incorporating each word from the list.
<b>STRAND / TOPIC</b>	<b>AR.CRI.</b>	<b>Critical Reading I</b>
<b>CONTENT STANDARD</b>	<b>VD.</b>	<b>Vocabulary Development</b>
<b>PERFORMANCE EXPECTATION</b>	<b>VD.4.CRI</b>	Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
<b>BENCHMARK / PROFICIENCY</b>	<b>VD.4.CRI .1.</b>	Infer the meaning of a word through context clues  <a href="#">Spelling Classroom</a> <a href="#">Scrambled Sentences</a> Drag and drop the words to form a correct sentence before the time runs out. <a href="#">Sentence Completion</a> Match words with their appropriate contextual sentence. <a href="#">Word Introduction</a> Words are pronounced and introduced in a contextual setting. <a href="#">Word Jumble</a> Move letters with cursor to form correctly spelled word.
<b>BENCHMARK / PROFICIENCY</b>	<b>VD.4.CRI .3.</b>	Develop vocabulary (e.g., academic, specialized and/or technical, high utility) through reading a variety of texts and extended classroom discussions  <a href="#">Spelling Classroom</a> <a href="#">Scrambled Sentences</a> Drag and drop the words to form a correct sentence before the time runs out.
<b>BENCHMARK / PROFICIENCY</b>	<b>VD.4.CRI .4.</b>	Analyze etymology, word relationships (e.g., synonyms, antonyms, analogies, homographs), and interdisciplinary connections  <a href="#">Spelling Classroom</a> <a href="#">Synonyms &amp; Ants</a> Students are asked to select a word's antonym or synonym. <a href="#">Vocabulary Bee</a> Select a word or phrase that best describes each list word. <a href="#">Vocabulary Test</a> Select the correct definition for each word in this multiple choice environment. <a href="#">Word Introduction</a> Words are pronounced and introduced in a contextual setting.
<b>BENCHMARK / PROFICIENCY</b>	<b>VD.4.CRI .7.</b>	Develop word consciousness to gain a deep appreciation of words and value them  <a href="#">Spelling Classroom</a> <a href="#">Alphabetize List</a> Place words in order based upon alphabetizing principles. <a href="#">Crossword Puzzle</a> Click on a box and enter the word that best completes the sentence and fits into the puzzle. <a href="#">Definition Matching</a> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <a href="#">Flash Cards</a> Words with definitions on the flip side. <a href="#">Hang A Bot</a>

Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.

**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.

<b>STRAND / TOPIC</b>	<b>AR.CR.II.</b>	<b>Critical Reading II</b>
<b>CONTENT STANDARD</b>	<b>VD.</b>	<b>Vocabulary Development</b>
<b>PERFORMANCE EXPECTATION</b>	<b>VD.4.CRI I</b>	Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
<b>BENCHMARK / PROFICIENCY</b>	<b>VD.4.CRI I.1.</b>	Infer the meaning of a word through contextual evidence  <u>Spelling Classroom</u> <b>Scrambled Sentences</b> Drag and drop the words to form a correct sentence before the time runs out. <b>Sentence Completion</b> Match words with their appropriate contextual sentence. <b>Word Introduction</b> Words are pronounced and introduced in a contextual setting. <b>Word Jumble</b> Move letters with cursor to form correctly spelled word.
<b>BENCHMARK / PROFICIENCY</b>	<b>VD.4.CRI I.3.</b>	Develop vocabulary (e.g., academic, specialized and/or technical, high utility) through reading a variety of texts, extended classroom discussions, and inquiry  <u>Spelling Classroom</u> <b>Scrambled Sentences</b> Drag and drop the words to form a correct sentence before the time runs out.
<b>BENCHMARK / PROFICIENCY</b>	<b>VD.4.CRI I.4.</b>	Analyze etymology, word relationships (e.g., synonyms, antonyms, analogies, homographs), and interdisciplinary connections  <u>Spelling Classroom</u> <b>Synonyms &amp; Ants</b> Students are asked to select a word's antonym or synonym.

		<p><b>Vocabulary Bee</b> Select a word or phrase that best describes each list word.</p> <p><b>Vocabulary Test</b> Select the correct definition for each word in this multiple choice environment.</p> <p><b>Word Introduction</b> Words are pronounced and introduced in a contextual setting.</p>
<b>BENCHMARK / PROFICIENCY</b>	VD.4.CRI I.7.	<p>Develop word consciousness to gain an awareness of words and the significance they have in both text and real world application</p> <p><b>Spelling Classroom</b> <b>Alphabetize List</b> Place words in order based upon alphabetizing principles.</p> <p><b>Crossword Puzzle</b> Click on a box and enter the word that best completes the sentence and fits into the puzzle.</p> <p><b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><b>Flash Cards</b> Words with definitions on the flip side.</p> <p><b>Hang A Bot</b> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.</p> <p><b>Paragraph Writing</b> Write a paragraph incorporating each word from the list.</p> <p><b>Pen &amp; Paper Spelling Test</b> Program verbally presents each word and asks the student to write the word on a sheet of paper.</p> <p><b>Scrambled Sentences</b> Drag and drop the words to form a correct sentence before the time runs out.</p> <p><b>Sentence Completion</b> Match words with their appropriate contextual sentence.</p> <p><b>Snowman Challenge</b> Clues are provided and when words are spelled correctly, a snowman starts to take shape and build.</p> <p><b>Spell &amp; Learn</b> Words are pronounced and introduced in a contextual setting</p> <p><b>Spelling Bee</b> Hear the word used in a sentence and try to spell.</p> <p><b>Spelling Contest</b> Spell the words as quickly as possible promoting word awareness and visual memory.</p> <p><b>Spelling Quiz</b> Multiple choice environment with five different variations of each a word to select from.</p> <p><b>Spelling Test</b> Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.</p> <p><b>Vocabulary Bee</b> Select a word or phrase that best describes each list word.</p> <p><b>Vocabulary Test</b> Select the correct definition for each word in this multiple choice environment.</p> <p><b>Word Find Puzzle</b> Students find the words hidden in puzzles emphasizing pattern recognition and retention.</p> <p><b>Word Introduction</b> Words are pronounced and introduced in a contextual setting.</p> <p><b>Word Jumble</b> Move letters with cursor to form correctly spelled word.</p> <p><b>Word Ladder</b> Sequence of words built upon the previous and advance down the ladder with each correct answer.</p> <p><b>Word Search</b> Students are presented a word bank and they must find each word hidden in the puzzle.</p> <p><b>Writing Sentences</b> Hear each word and then type in a sentence using the word in context.</p>
<b>STRAND / TOPIC</b>	AR.DI.	<b>Debate I</b>
<b>CONTENT STANDARD</b>	R.	<b>Refutation</b>
<b>PERFORMANCE EXPECTATION</b>	R.8.DI.	Students will analyze and rebut opposing arguments.
<b>BENCHMARK / PROFICIENCY</b>	R.8.DI.2.	Apply critical thinking skills when researching, preparing, and presenting arguments:
<b>DESCRIPTOR</b>	R.8.DI.2.	false assumptions

	1.	<u>Spelling Classroom</u> <u>Sentence Completion</u> Match words with their appropriate contextual sentence.
DESCRIPTOR	R.8.DI.2. 2.	loaded terms <u>Spelling Classroom</u> <u>Sentence Completion</u> Match words with their appropriate contextual sentence.
DESCRIPTOR	R.8.DI.2. 3.	logical fallacies <u>Spelling Classroom</u> <u>Sentence Completion</u> Match words with their appropriate contextual sentence.
STRAND / TOPIC	AR.DIII.	Debate III
CONTENT STANDARD	ADV.	Advocacy
PERFORMANCE EXPECTATION	ADV.12.D III.	Students will synthesize socioeconomic, ethical, and/or philosophical reasoning that influences current issues.
BENCHMARK / PROFICIENCY	ADV.12.D III.3.	Challenge ideological motivations within the status quo
DESCRIPTOR	ADV.12.D III.3.2.	value criterion (e.g., logic, ethics, morality, justice, life) <u>Spelling Classroom</u> <u>Sentence Completion</u> Match words with their appropriate contextual sentence.
STRAND / TOPIC	AR.FI.	Forensics I
CONTENT STANDARD	P.	Presentation
PERFORMANCE EXPECTATION	P.3.FI.	Students will perform interpretations of literature and deliver presentations and performances conveying concepts and ideas to a variety of audiences
BENCHMARK / PROFICIENCY	P.3.FI.15.	Conduct peer reviews:
DESCRIPTOR	P.3.FI.15. 3.	faulty reasoning and logical fallacies (e.g., ad hominem, ad populum, post hoc ergo propter hoc, appeal to authority, appeal to tradition, band wagon, begging the question, fallacy of unimpeachable source, mistaken cause, name calling, red herring, straw man) <u>Spelling Classroom</u> <u>Sentence Completion</u> Match words with their appropriate contextual sentence.
STRAND / TOPIC	AR.FI.	Forensics I
CONTENT STANDARD	CC.	Communication Competencies
PERFORMANCE EXPECTATION	CC.4.FI.	Students will demonstrate fundamental oral communication competencies
BENCHMARK / PROFICIENCY	CC.4.FI.6	Use context-appropriate oral messages:
DESCRIPTOR	CC.4.FI.6 .4.	International Phonetic Alphabet <u>Spelling Classroom</u> <u>Alphabetize List</u> Place words in order based upon alphabetizing principles.
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FII.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FII.2	Define and explain specialized vocabulary:
DESCRIPTOR	PS.3.FII.2 .5.	non sequitur <u>Spelling Classroom</u> <u>Sentence Completion</u> Match words with their appropriate contextual sentence.
STRAND / TOPIC	AR.FII.	Forensics II



CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FII.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FII.1 2.	Defend selected methods of reasoning  <a href="#">Spelling Classroom</a> <a href="#">Sentence Completion</a> Match words with their appropriate contextual sentence.
BENCHMARK / PROFICIENCY	PS.3.FII.2 2.	Discuss how to detect fallacies in value arguments  <a href="#">Spelling Classroom</a> <a href="#">Sentence Completion</a> Match words with their appropriate contextual sentence.
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FII.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FII.3 4.	Contrast the types of reasoning:
DESCRIPTOR	PS.3.FII.3 4.3.	deductive  <a href="#">Spelling Classroom</a> <a href="#">Sentence Completion</a> Match words with their appropriate contextual sentence.
DESCRIPTOR	PS.3.FII.3 4.4.	inductive  <a href="#">Spelling Classroom</a> <a href="#">Sentence Completion</a> Match words with their appropriate contextual sentence.
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	ICS.	Intermediate Communication Skills
PERFORMANCE EXPECTATION	ICS.4.FII.	Students will demonstrate communication skills at an intermediate level.
BENCHMARK / PROFICIENCY	ICS.4.FII. 7.	Demonstrate appropriate articulation:
DESCRIPTOR	ICS.4.FII. 7.3.	pronunciation  <a href="#">Spelling Classroom</a> <a href="#">Definition Matching</a> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <a href="#">Hang A Bot</a> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse. <a href="#">Hear It Say It Write It</a> Word pronunciation with student modeling along with word writing in print or cursive. <a href="#">Paragraph Writing</a> Write a paragraph incorporating each word from the list. <a href="#">Scrambled Sentences</a> Drag and drop the words to form a correct sentence before the time runs out. <a href="#">Spell &amp; Learn</a> Words are pronounced and introduced in a contextual setting <a href="#">Spelling Bee</a> Hear the word used in a sentence and try to spell. <a href="#">Spelling Contest</a> Spell the words as quickly as possible promoting word awareness and visual memory. <a href="#">Vocabulary Bee</a> Select a word or phrase that best describes each list word. <a href="#">Word Introduction</a> Words are pronounced and introduced in a contextual setting. <a href="#">Word Jumble</a> Move letters with cursor to form correctly spelled word. <a href="#">Word Ladder</a> Sequence of words built upon the previous and advance down the ladder with each correct answer. <a href="#">Writing Sentences</a>



		Hear each word and then type in a sentence using the word in context.
<b>STRAND / TOPIC</b>	<b>AR.FIII.</b>	<b>Forensics III</b>
<b>CONTENT STANDARD</b>	<b>OI.</b>	<b>Oral Interpretation</b>
<b>PERFORMANCE EXPECTATION</b>	<b>OI.1.FIII.</b>	Students will demonstrate proficient competency through a variety of literary performances.
<b>BENCHMARK / PROFICIENCY</b>	<b>OI.1.FIII. 7.</b>	<p>Implement correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity)</p> <p><u>Spelling Classroom</u>  <u>Definition Matching</u>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.  <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>Scrambled Sentences</u>  Drag and drop the words to form a correct sentence before the time runs out.  <u>Spell &amp; 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>Vocabulary Bee</u>  Select a word or phrase that best describes each list word.  <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.  <u>Word Ladder</u>  Sequence of words built upon the previous and advance down the ladder with each correct answer.  <u>Writing Sentences</u>  Hear each word and then type in a sentence using the word in context.</p>
<b>STRAND / TOPIC</b>	<b>AR.FIII.</b>	<b>Forensics III</b>
<b>CONTENT STANDARD</b>	<b>PS.</b>	<b>Public Speaking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>PS.3.FIII.</b>	Students will synthesize information to create a variety of speaking genres
<b>BENCHMARK / PROFICIENCY</b>	<b>PS.3.FIII. 10.</b>	<p>Defend selected methods of reasoning</p> <p><u>Spelling Classroom</u>  <u>Sentence Completion</u>  Match words with their appropriate contextual sentence.</p>
<b>STRAND / TOPIC</b>	<b>AR.FIII.</b>	<b>Forensics III</b>
<b>CONTENT STANDARD</b>	<b>PS.</b>	<b>Public Speaking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>PS.3.FIII.</b>	Students will synthesize information to create a variety of speaking genres
<b>BENCHMARK / PROFICIENCY</b>	<b>PS.3.FIII. 26.</b>	Contrast the types of reasoning to create an effective presentation:
<b>DESCRIPTOR</b>	<b>PS.3.FIII. 26.3.</b>	<p>deductive</p> <p><u>Spelling Classroom</u>  <u>Sentence Completion</u>  Match words with their appropriate contextual sentence.</p>
<b>DESCRIPTOR</b>	<b>PS.3.FIII. 26.4.</b>	<p>inductive</p> <p><u>Spelling Classroom</u>  <u>Sentence Completion</u>  Match words with their appropriate contextual sentence.</p>
<b>STRAND / TOPIC</b>	<b>AR.FIII.</b>	<b>Forensics III</b>
<b>CONTENT</b>	<b>PCS.</b>	<b>Proficient Communication Skills</b>

<b>STANDARD</b>		
<b>PERFORMANCE EXPECTATION</b>	PCS.4.FII I.	Students will demonstrate communication skills at a proficient level.
<b>BENCHMARK / PROFICIENCY</b>	PCS.4.FII I.6.	Demonstrate appropriate articulation:
<b>DESCRIPTOR</b>	PCS.4.FII I.6.3.	<p>pronunciation</p> <p><u>Spelling Classroom</u>  <u>Definition Matching</u>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><u>Hang A Bot</u>  Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.</p> <p><u>Hear It Say It Write It</u>  Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><u>Paragraph Writing</u>  Write a paragraph incorporating each word from the list.</p> <p><u>Scrambled Sentences</u>  Drag and drop the words to form a correct sentence before the time runs out.</p> <p><u>Spell &amp; Learn</u>  Words are pronounced and introduced in a contextual setting</p> <p><u>Spelling Bee</u>  Hear the word used in a sentence and try to spell.</p> <p><u>Spelling Contest</u>  Spell the words as quickly as possible promoting word awareness and visual memory.</p> <p><u>Vocabulary Bee</u>  Select a word or phrase that best describes each list word.</p> <p><u>Word Introduction</u>  Words are pronounced and introduced in a contextual setting.</p> <p><u>Word Jumble</u>  Move letters with cursor to form correctly spelled word.</p> <p><u>Word Ladder</u>  Sequence of words built upon the previous and advance down the ladder with each correct answer.</p> <p><u>Writing Sentences</u>  Hear each word and then type in a sentence using the word in context.</p>
<b>STRAND / TOPIC</b>	AR.FIV.	Forensics IV
<b>CONTENT STANDARD</b>	OI.	Oral Interpretation
<b>PERFORMANCE EXPECTATION</b>	OI.1.FIV.	Students will demonstrate proficient competency through a variety of literary performances.
<b>BENCHMARK / PROFICIENCY</b>	OI.1.FIV.7	<p>Master correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity)</p> <p><u>Spelling Classroom</u>  <u>Definition Matching</u>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><u>Hang A Bot</u>  Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.</p> <p><u>Hear It Say It Write It</u>  Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><u>Paragraph Writing</u>  Write a paragraph incorporating each word from the list.</p> <p><u>Scrambled Sentences</u>  Drag and drop the words to form a correct sentence before the time runs out.</p> <p><u>Spell &amp; Learn</u>  Words are pronounced and introduced in a contextual setting</p> <p><u>Spelling Bee</u>  Hear the word used in a sentence and try to spell.</p> <p><u>Spelling Contest</u>  Spell the words as quickly as possible promoting word awareness and visual memory.</p> <p><u>Vocabulary Bee</u>  Select a word or phrase that best describes each list word.</p> <p><u>Word Introduction</u>  Words are pronounced and introduced in a contextual setting.</p> <p><u>Word Jumble</u>  Move letters with cursor to form correctly spelled word.</p> <p><u>Word Ladder</u></p>

		Sequence of words built upon the previous and advance down the ladder with each correct answer. <a href="#">Writing Sentences</a> Hear each word and then type in a sentence using the word in context.
<b>STRAND / TOPIC</b>	<b>AR.FIV.</b>	<b>Forensics IV</b>
<b>CONTENT STANDARD</b>	<b>PS.</b>	<b>Public Speaking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>PS.3.FIV.</b>	Students will synthesize information to create a variety of speaking genres.
<b>BENCHMARK / PROFICIENCY</b>	<b>PS.3.FIV.10.</b>	Defend selected methods of reasoning <a href="#">Spelling Classroom</a> <a href="#">Sentence Completion</a> Match words with their appropriate contextual sentence.
<b>STRAND / TOPIC</b>	<b>AR.FIV.</b>	<b>Forensics IV</b>
<b>CONTENT STANDARD</b>	<b>PS.</b>	<b>Public Speaking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>PS.3.FIV.</b>	Students will synthesize information to create a variety of speaking genres.
<b>BENCHMARK / PROFICIENCY</b>	<b>PS.3.FIV.26.</b>	Contrast the types of reasoning to create an effective presentation at a mastery level:
<b>DESCRIPTOR</b>	<b>PS.3.FIV.26.3.</b>	deductive <a href="#">Spelling Classroom</a> <a href="#">Sentence Completion</a> Match words with their appropriate contextual sentence.
<b>DESCRIPTOR</b>	<b>PS.3.FIV.26.4.</b>	inductive <a href="#">Spelling Classroom</a> <a href="#">Sentence Completion</a> Match words with their appropriate contextual sentence.
<b>STRAND / TOPIC</b>	<b>AR.FIV.</b>	<b>Forensics IV</b>
<b>CONTENT STANDARD</b>	<b>MCS.</b>	<b>Mastery Communication Skills</b>
<b>PERFORMANCE EXPECTATION</b>	<b>MCS.4.FI V.</b>	Students will demonstrate communication skills at a mastery level
<b>BENCHMARK / PROFICIENCY</b>	<b>MCS.4.FI V.6.</b>	Demonstrate appropriate articulation:
<b>DESCRIPTOR</b>	<b>MCS.4.FI V.6.3</b>	pronunciation <a href="#">Spelling Classroom</a> <a href="#">Definition Matching</a> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <a href="#">Hang A Bot</a> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse. <a href="#">Hear It Say It Write It</a> Word pronunciation with student modeling along with word writing in print or cursive. <a href="#">Paragraph Writing</a> Write a paragraph incorporating each word from the list. <a href="#">Scrambled Sentences</a> Drag and drop the words to form a correct sentence before the time runs out. <a href="#">Spell &amp; Learn</a> Words are pronounced and introduced in a contextual setting <a href="#">Spelling Bee</a> Hear the word used in a sentence and try to spell. <a href="#">Spelling Contest</a> Spell the words as quickly as possible promoting word awareness and visual memory. <a href="#">Vocabulary Bee</a> Select a word or phrase that best describes each list word. <a href="#">Word Introduction</a> Words are pronounced and introduced in a contextual setting. <a href="#">Word Jumble</a> Move letters with cursor to form correctly spelled word. <a href="#">Word Ladder</a> Sequence of words built upon the previous and advance down the ladder with each correct answer. <a href="#">Writing Sentences</a>

		Hear each word and then type in a sentence using the word in context.
<b>STRAND / TOPIC</b>	<b>AR.JI.</b>	<b>Journalism I</b>
<b>CONTENT STANDARD</b>	<b>D.</b>	<b>Design</b>
<b>PERFORMANCE EXPECTATION</b>	<b>D.4.JI.</b>	Students will create designs for media.
<b>BENCHMARK / PROFICIENCY</b>	<b>D.4.JI.1.</b>	Use principles of design, applying available technologies through guided practice (e.g., desktop publishing, photo editing, Web-based media, word processing)  <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
<b>STRAND / TOPIC</b>	<b>AR.JII.</b>	<b>Journalism II</b>
<b>CONTENT STANDARD</b>	<b>D.</b>	<b>Design</b>
<b>PERFORMANCE EXPECTATION</b>	<b>D.4.JII.</b>	Students will create designs for media.
<b>BENCHMARK / PROFICIENCY</b>	<b>D.4.JII.1.</b>	Apply available technologies used in publishing to create designs appropriate for media (e.g., desktop publishing, photo editing, Web-based media, word processing)  <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
<b>STRAND / TOPIC</b>	<b>AR.OC1.</b>	<b>Oral Communication</b>
<b>CONTENT STANDARD</b>	<b>CC.</b>	<b>Communication Competencies</b>
<b>PERFORMANCE EXPECTATION</b>	<b>CC.2.OC 1S.</b>	Students will practice communication competencies.
<b>BENCHMARK / PROFICIENCY</b>	<b>CC.2.OC 1S.4.</b>	Define logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)  <u>Spelling Classroom</u> <u>Sentence Completion</u> Match words with their appropriate contextual sentence.
<b>STRAND / TOPIC</b>	<b>AR.OC2.</b>	<b>Oral Communication</b>
<b>CONTENT STANDARD</b>	<b>CC.</b>	<b>Communication Competencies</b>
<b>PERFORMANCE EXPECTATION</b>	<b>CC.2.OC 2S.</b>	Students will practice communication competencies.
<b>BENCHMARK / PROFICIENCY</b>	<b>CC.2.OC 2S.5.</b>	Recognize logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)  <u>Spelling Classroom</u> <u>Sentence Completion</u> Match words with their appropriate contextual sentence.