Indiana Academic Standards
Language Arts
Grade: **11** - Adopted: **2014/Updated 2017**

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	11-12.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 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. **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.
STANDARD / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Vocabulary**
INDICATOR / STANDARD		**Vocabulary Building**
EXPECTATION / INDICATOR	**11-12.RV.2.1**	**Use context to determine or clarify the meaning of words and phrases.** **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	**11-12.RV.2.3**	**Analyze nuances in the meaning of words with similar denotations.** **Spelling Classroom** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STANDARD / STRAND		**READING**
PROFICIENCY STATEMENT / SUBSTRAND		**READING: Vocabulary**
INDICATOR / STANDARD		**Vocabulary in Literature and Nonfiction Texts**
EXPECTATION / INDICATOR	**11-12.RV.3.1**	**Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).** **Spelling Classroom** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION / INDICATOR	**11-12.RV.3.2**	**Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.** **Spelling Classroom** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STANDARD / STRAND		**WRITING**
PROFICIENCY STATEMENT / SUBSTRAND		**WRITING**
INDICATOR / STANDARD		**Writing Genres: Argumentative, Informative, and Narrative**
EXPECTATION / INDICATOR	**11-12.W.3.2**	**Write informative compositions in a variety of forms that–**
INDICATOR		**Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.**

		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	**11-12.W.3.3**	**Write narrative compositions in a variety of forms that–**
INDICATOR		**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.** **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	**11-12.W.4**	**Apply the writing process to–**
INDICATOR		**Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.** **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.**