

Main Criteria: Indiana Academic Standards

Secondary Criteria: Spelling Classroom

Subject: Language Arts

Grade: 12

Correlation Options: Show Correlated

Indiana Academic Standards

Language Arts

Grade: 12 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	11-12.RV.1	<p>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.</p> <p><u>Spelling Classroom</u> 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.</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>
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	11-12.RV.2.1	<p>Use context to determine or clarify the meaning of words and phrases.</p> <p>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.</p>
EXPECTATION / INDICATOR	11-12.RV.2.3	<p>Analyze nuances in the meaning of words with similar denotations.</p> <p>Spelling Classroom Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	11-12.RV.3.1	<p>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).</p> <p>Spelling Classroom Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
EXPECTATION / INDICATOR	11-12.RV.3.2	<p>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.</p> <p>Spelling Classroom Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
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.

		<u>Spelling Classroom</u> <u>Paragraph Writing</u> 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. <u>Spelling Classroom</u> <u>Paragraph Writing</u> 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. <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.