

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Spelling Classroom

**Subject:** Language Arts

**Grade:** 1

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Language Arts**

Grade: 1 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1RF.</b>	<b>1st Grade Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Phonological Awareness
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1RF2a.	Blend and segment onsets and rhymes of spoken one-syllable words.  <u>Spelling Classroom</u> <u>Break It</u> Students "break" words into units of sound by partitioning the word and blending the individual sounds.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1RF2b.	Count, blend and segment single syllable words that include consonant blends like claw and trip.  <u>Spelling Classroom</u> <u>Break It</u> Students "break" words into units of sound by partitioning the word and blending the individual sounds.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1RF.</b>	<b>1st Grade Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Phonics and Word Recognition
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1RF3c.	Decode regularly spelled one-syllable words. Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.  <u>Spelling Classroom</u> <u>Break It</u> Students "break" words into units of sound by partitioning the word and blending the individual sounds.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1RF.</b>	<b>1st Grade Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Fluency
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1RF4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1RF4b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

		<p><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.</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1L.</b>	<b>1st Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>1L1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades Prekindergarten → Grade 2:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L1.1.</b>	<p>Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.</p> <p><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="#">Hear It Say It Write It</a>  Word pronunciation with student modeling along with word writing in print or cursive.  <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.</p>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L1.8.</b>	<p>Produce and expand complete sentences in shared language activities.</p> <p><a href="#">Spelling Classroom</a>  <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="#">Writing Sentences</a>  Hear each word and then type in a sentence using the word in context.</p>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L1.13.</b>	<p>Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).</p> <p><a href="#">Spelling Classroom</a>  <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="#">Sentence Completion</a>  Match words with their appropriate contextual sentence.  <a href="#">Writing Sentences</a>  Hear each word and then type in a sentence using the word in context.</p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1L.</b>	<b>1st Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>1L2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades P → 2:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L2.4.</b>	<p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><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.</p>

		<p><a href="#">Hear It Say It Write It</a> Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><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.</p>
EXPECTATION / CONTENT SPECIFICATION	1L2.5.	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><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.</p> <p><a href="#">Crossword Puzzle</a> Click on a box and enter the word that best completes the sentence and fits into the puzzle.</p> <p><a href="#">Flash Cards</a> Words with definitions on the flip side.</p> <p><a href="#">Hang A Bot</a> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.</p> <p><a href="#">Hear It Say It Write It</a> Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><a href="#">Paragraph Writing</a> Write a paragraph incorporating each word from the list.</p> <p><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.</p> <p><a href="#">Snowman Challenge</a> Clues are provided and when words are spelled correctly, a snowman starts to take shape and build.</p> <p><a href="#">Spell &amp; Learn</a> Words are pronounced and introduced in a contextual setting</p> <p><a href="#">Spelling Bee</a> Hear the word used in a sentence and try to spell.</p> <p><a href="#">Spelling Contest</a> Spell the words as quickly as possible promoting word awareness and visual memory.</p> <p><a href="#">Spelling Quiz</a> Multiple choice environment with five different variations of each a word to select from.</p> <p><a href="#">Spelling Test</a> Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.</p> <p><a href="#">Vocabulary Bee</a> Select a word or phrase that best describes each list word.</p> <p><a href="#">Word Introduction</a> Words are pronounced and introduced in a contextual setting.</p> <p><a href="#">Word Jumble</a> Move letters with cursor to form correctly spelled word.</p> <p><a href="#">Word Ladder</a> Sequence of words built upon the previous and advance down the ladder with each correct answer.</p> <p><a href="#">Word Search</a> Students are presented a word bank and they must find each word hidden in the puzzle.</p> <p><a href="#">Writing Sentences</a> Hear each word and then type in a sentence using the word in context.</p>
STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
EXPECTATION / CONTENT	1L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.

SPECIFICATION		<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 / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	1L5d.	<p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><u>Spelling Classroom</u>  <u>Definition Matching</u>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1L6.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</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>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>