

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Spelling Classroom

Subject: Language Arts

Grade: 10

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Language Arts

Grade: **10** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.LS.6-12.	6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA	LS.6-12.	Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	LS.6-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Spelling Classroom</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out.
STRAND / DOMAIN / UNIFYING THEME	NY.9-10R.	9th-10th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	9-10R4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) <u>Spelling Classroom</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STRAND / DOMAIN / UNIFYING THEME	NY.9-10W.	9th-10th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	9-10W1.	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / CONTENT SPECIFICATION	9-10W1c.	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic. <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
STRAND / DOMAIN / UNIFYING THEME	NY.9-10W.	9th-10th Grade Writing Standards

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	9-10W2.	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.
EXPECTATION / CONTENT SPECIFICATION	9-10W2c.	Use precise language and domain-specific vocabulary to express the appropriate complexity of a topic. <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
STRAND / DOMAIN / UNIFYING THEME	NY.9-10W.	9th-10th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	9-10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION / CONTENT SPECIFICATION	9-10W3d.	Use precise words and phrases, explicit 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.
STRAND / DOMAIN / UNIFYING THEME	NY.9-10L.	9th-10th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	9-10L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 9 –12:
EXPECTATION / CONTENT SPECIFICATION	9-10L1.3.	Understand that usage is a matter of convention that can change over time. <u>Spelling Classroom</u> <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>Vocabulary Test</u> Select the correct definition for each word in this multiple choice environment. <u>Word Introduction</u> Words are pronounced and introduced in a contextual setting. <u>Writing Sentences</u> Hear each word and then type in a sentence using the word in context.
STRAND / DOMAIN / UNIFYING THEME	NY.9-10L.	9th-10th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	9-10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	9-10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Spelling Classroom</u> <u>Scrambled Sentences</u>

		<p>Drag and drop the words to form a correct sentence before the time runs out.</p> <p>Sentence Completion Match words with their appropriate contextual sentence.</p> <p>Word Introduction Words are pronounced and introduced in a contextual setting.</p> <p>Word Jumble Move letters with cursor to form correctly spelled word.</p>
EXPECTATION / CONTENT SPECIFICATION	9-10L4d.	<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>Spelling Classroom Scrambled Sentences Drag and drop the words to form a correct sentence before the time runs out.</p> <p>Sentence Completion Match words with their appropriate contextual sentence.</p> <p>Word Introduction Words are pronounced and introduced in a contextual setting.</p> <p>Word Jumble Move letters with cursor to form correctly spelled word.</p>
STRAND / DOMAIN / UNIFYING THEME	NY.9-10L.	9th-10th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	9-10L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	9-10L5b.	<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>
STRAND / DOMAIN / UNIFYING THEME	NY.9-10L.	9th-10th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	9-10L6.	<p>Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Spelling Classroom Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p>Hang A Bot Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.</p> <p>Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.</p> <p>Scrambled Sentences Drag and drop the words to form a correct sentence before the time runs out.</p> <p>Sentence Completion Match words with their appropriate contextual sentence.</p> <p>Spelling Bee Hear the word used in a sentence and try to spell.</p> <p>Spelling Contest Spell the words as quickly as possible promoting word awareness and visual memory.</p> <p>Word Introduction Words are pronounced and introduced in a contextual setting.</p> <p>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>

STRAND / DOMAIN / UNIFYING THEME	NY.RH.9-10.	Reading Standards for Literacy in History/Social Studies 9-10
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. <u>Spelling Classroom</u> <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out.
STRAND / DOMAIN / UNIFYING THEME	NY.WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 9-10
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	WHST.9-10.2.	Write informative/explanatory text focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	WHST.9-10.2.d.	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience. <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.