

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

**Secondary Criteria:** Spelling Classroom

**Subject:** Language Arts

**Grade:** 11

**Correlation Options:** Show Correlated

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

**Language Arts**

Grade: **11** - Adopted: **2017**

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| <b>STRAND / DOMAIN / UNIFYING THEME</b>    | <b>NY.LS.6-12.</b> | <b>6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects</b>   |
| <b>CATEGORY / CLUSTER / KEY IDEA</b>       | <b>LS.6-12.</b>    | <b>Literacy 6-12 Anchor Standards for Reading</b>   |
| <b>STANDARD / CONCEPTUAL UNDERSTANDING</b> |                    | <b>Craft and Structure</b>  |
| <b>EXPECTATION / CONTENT SPECIFICATION</b> | <b>LS.6-12.4.</b>  | 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.<br><br><u>Spelling Classroom</u><br><u>Definition Matching</u><br>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br><u>Scrambled Sentences</u><br>Drag and drop the words to form a correct sentence before the time runs out.   |
| <b>STRAND / DOMAIN / UNIFYING THEME</b>    | <b>NY.11-12R.</b>  | <b>11th-12th Grade Reading Standards (Literary and Informational Text)</b>  |
| <b>CATEGORY / CLUSTER / KEY IDEA</b>       |                    | <b>Craft and Structure</b>  |
| <b>STANDARD / CONCEPTUAL UNDERSTANDING</b> | <b>11-12R4.</b>    | 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, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)<br><br><u>Spelling Classroom</u><br><u>Definition Matching</u><br>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br><u>Scrambled Sentences</u><br>Drag and drop the words to form a correct sentence before the time runs out. |
| <b>STRAND / DOMAIN / UNIFYING THEME</b>    | <b>NY.11-12W.</b>  | <b>11th-12th Grade Writing Standards</b>  |
| <b>CATEGORY / CLUSTER / KEY IDEA</b>       |                    | <b>Text Types and Purposes</b>  |
| <b>STANDARD / CONCEPTUAL UNDERSTANDING</b> | <b>11-12W1.</b>    | Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |
| <b>EXPECTATION / CONTENT SPECIFICATION</b> | <b>11-12W1c.</b>   | Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.<br><br><u>Spelling Classroom</u><br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list.  |
| <b>STRAND /</b>                            | <b>NY.11-</b>      | <b>11th-12th Grade Writing Standards</b>  |

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| <b>DOMAIN / UNIFYING THEME</b>             | 12W.       |  |
| <b>CATEGORY / CLUSTER / KEY IDEA</b>       |            | Text Types and Purposes  |
| <b>STANDARD / CONCEPTUAL UNDERSTANDING</b> | 11-12W2.   | 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>EXPECTATION / CONTENT SPECIFICATION</b> | 11-12W2c.  | Use precise language, domain-specific vocabulary and literary techniques to express the appropriate complexity of a topic.<br><br><u>Spelling Classroom</u><br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list.  |
| <b>STRAND / DOMAIN / UNIFYING THEME</b>    | NY.11-12W. | 11th-12th Grade Writing Standards  |
| <b>CATEGORY / CLUSTER / KEY IDEA</b>       |            | Text Types and Purposes  |
| <b>STANDARD / CONCEPTUAL UNDERSTANDING</b> | 11-12W3.   | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.   |
| <b>EXPECTATION / CONTENT SPECIFICATION</b> | 11-12W3d.  | Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.<br><br><u>Spelling Classroom</u><br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list.   |
| <b>STRAND / DOMAIN / UNIFYING THEME</b>    | NY.11-12L. | 11th-12th Grade Language Standards   |
| <b>CATEGORY / CLUSTER / KEY IDEA</b>       |            | Conventions of Standard English  |
| <b>STANDARD / CONCEPTUAL UNDERSTANDING</b> | 11-12L1.   | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 9 – 12:  |
| <b>EXPECTATION / CONTENT SPECIFICATION</b> | 11-12L1.3. | Understand that usage is a matter of convention that can change over time.<br><br><u>Spelling Classroom</u><br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list.<br><u>Scrambled Sentences</u><br>Drag and drop the words to form a correct sentence before the time runs out.<br><u>Vocabulary Test</u><br>Select the correct definition for each word in this multiple choice environment.<br><u>Word Introduction</u><br>Words are pronounced and introduced in a contextual setting.<br><u>Writing Sentences</u><br>Hear each word and then type in a sentence using the word in context. |
| <b>STRAND / DOMAIN / UNIFYING THEME</b>    | NY.11-12L. | 11th-12th Grade Language Standards   |
| <b>CATEGORY / CLUSTER / KEY IDEA</b>       |            | Vocabulary Acquisition and Use   |
| <b>STANDARD / CONCEPTUAL UNDERSTANDING</b> | 11-12L4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  |
| <b>EXPECTATION / CONTENT SPECIFICATION</b> | 11-12L4a.  | 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.   |

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|                                     |            | <p><a href="#">Spelling Classroom</a><br/> <a href="#">Scrambled Sentences</a><br/> Drag and drop the words to form a correct sentence before the time runs out.<br/> <a href="#">Sentence Completion</a><br/> Match words with their appropriate contextual sentence.<br/> <a href="#">Word Introduction</a><br/> Words are pronounced and introduced in a contextual setting.<br/> <a href="#">Word Jumble</a><br/> Move letters with cursor to form correctly spelled word.</p>  |
| EXPECTATION / CONTENT SPECIFICATION | 11-12L4d.  | <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><a href="#">Spelling Classroom</a><br/> <a href="#">Scrambled Sentences</a><br/> Drag and drop the words to form a correct sentence before the time runs out.<br/> <a href="#">Sentence Completion</a><br/> Match words with their appropriate contextual sentence.<br/> <a href="#">Word Introduction</a><br/> Words are pronounced and introduced in a contextual setting.<br/> <a href="#">Word Jumble</a><br/> Move letters with cursor to form correctly spelled word.</p>   |
| STRAND / DOMAIN / UNIFYING THEME    | NY.11-12L. | 11th-12th Grade Language Standards  |
| CATEGORY / CLUSTER / KEY IDEA       |            | Vocabulary Acquisition and Use  |
| STANDARD / CONCEPTUAL UNDERSTANDING | 11-12L5.   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| EXPECTATION / CONTENT SPECIFICATION | 11-12L5b.  | <p>Analyze nuances in the meaning of words with similar denotations.</p> <p><a href="#">Spelling Classroom</a><br/> <a href="#">Definition Matching</a><br/> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>  |
| STRAND / DOMAIN / UNIFYING THEME    | NY.11-12L. | 11th-12th Grade Language Standards  |
| CATEGORY / CLUSTER / KEY IDEA       |            | Vocabulary Acquisition and Use  |
| STANDARD / CONCEPTUAL UNDERSTANDING | 11-12L6.   | <p>Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><a href="#">Spelling Classroom</a><br/> <a href="#">Definition Matching</a><br/> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br/> <a href="#">Hang A Bot</a><br/> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.<br/> <a href="#">Hear It Say It Write It</a><br/> Word pronunciation with student modeling along with word writing in print or cursive.<br/> <a href="#">Scrambled Sentences</a><br/> Drag and drop the words to form a correct sentence before the time runs out.<br/> <a href="#">Sentence Completion</a><br/> Match words with their appropriate contextual sentence.<br/> <a href="#">Spelling Bee</a><br/> Hear the word used in a sentence and try to spell.<br/> <a href="#">Spelling Contest</a><br/> Spell the words as quickly as possible promoting word awareness and visual memory.<br/> <a href="#">Word Introduction</a><br/> Words are pronounced and introduced in a contextual setting.<br/> <a href="#">Word Jumble</a></p> |

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|  |                        | Move letters with cursor to form correctly spelled word.<br><b>Word Ladder</b><br>Sequence of words built upon the previous and advance down the ladder with each correct answer.  |
| <b>STRAND / DOMAIN / UNIFYING THEME</b>    | <b>NY.RH.11-12.</b>    | <b>Reading Standards for Literacy in History/Social Studies 11-12</b>  |
| <b>CATEGORY / CLUSTER / KEY IDEA</b>       |                        | <b>Craft and Structure</b>   |
| <b>STANDARD / CONCEPTUAL UNDERSTANDING</b> | <b>RH.11-12.4.</b>     | Interpret words and phrases as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.<br><br><b>Spelling Classroom</b><br><b>Definition Matching</b><br>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br><b>Scrambled Sentences</b><br>Drag and drop the words to form a correct sentence before the time runs out. |
| <b>STRAND / DOMAIN / UNIFYING THEME</b>    | <b>NY.WHST.11-12.</b>  | <b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12</b>   |
| <b>CATEGORY / CLUSTER / KEY IDEA</b>       | <b>WHST.11-12.2.</b>   | <b>Write explanatory and analytical text focused on discipline-specific content.</b>   |
| <b>STANDARD / CONCEPTUAL UNDERSTANDING</b> | <b>WHST.11-12.2.d.</b> | Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.<br><br><b>Spelling Classroom</b><br><b>Paragraph Writing</b><br>Write a paragraph incorporating each word from the list.   |