South Carolina Standards & Learning
Language Arts
Grade: **12** - Adopted: **2015**

STANDARD / COURSE	SC.E1.	English 1
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E1.RL.	Reading - Literary Text (RL)
PERFORMANCE DESCRIPTOR / STANDARD	E1.RL.P.	Principles of Reading (P)
GRADE LEVEL EXAMPLE / STAGE	E1.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	E1.RL.P.4.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Spelling Classroom** **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.
STANDARD / COURSE	SC.E1.	English 1
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E1.RL.	Reading - Literary Text (RL)
PERFORMANCE DESCRIPTOR / STANDARD	E1.RL.LCS.	Language, Craft, and Structure (LCS)
GRADE LEVEL EXAMPLE / STAGE	E1.RL.LCS.9.	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
INDICATOR	E1.RL.LCS.9.1.	Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone. **Spelling Classroom** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STANDARD / COURSE	SC.E1.	English 1
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E1.RL.	Reading - Literary Text (RL)
PERFORMANCE DESCRIPTOR / STANDARD	E1.RL.LCS.	Language, Craft, and Structure (LCS)
GRADE LEVEL EXAMPLE / STAGE	E1.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
INDICATOR	E1.RL.LCS.10.1.	Use context clues to determine meanings of words and phrases. **Spelling Classroom**

		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.
STANDARD / COURSE	**SC.E1.**	**English 1**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E1.RI.**	**Reading - Informational Text (RI)**
PERFORMANCE DESCRIPTOR / STANDARD	**E1.RI.P.**	**Principles of Reading (P)**
GRADE LEVEL EXAMPLE / STAGE	**E1.RI.P.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	**E1.RI.P.4.3.**	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.** **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.**
STANDARD / COURSE	**SC.E1.**	**English 1**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E1.RI.**	**Reading - Informational Text (RI)**
PERFORMANCE DESCRIPTOR / STANDARD	**E1.RI.LCS.**	**Language, Craft, and Structure (LCS)**
GRADE LEVEL EXAMPLE / STAGE	**E1.RI.LCS.8.**	**Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**
INDICATOR	**E1.RI.LCS.8.1.**	**Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.** **Spelling Classroom** **Definition Matching** **Definition matching exercise leveraging high level engagement with pronunciation reinforcement.**
STANDARD / COURSE	**SC.E1.**	**English 1**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E1.RI.**	**Reading - Informational Text (RI)**
PERFORMANCE DESCRIPTOR / STANDARD	**E1.RI.LCS.**	**Language, Craft, and Structure (LCS)**
GRADE LEVEL EXAMPLE / STAGE	**E1.RI.LCS.9.**	**Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**
INDICATOR	**E1.RI.LCS.9.1.**	**Use context clues to determine meanings 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.
STANDARD / COURSE	**SC.E1.**	**English 1**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E1.W.**	**Writing (W)**
PERFORMANCE DESCRIPTOR / STANDARD	**E1.W.MC C.2.**	**Meaning, Context, and Craft (MCC): Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
GRADE LEVEL EXAMPLE / STAGE	**E1.W.MC C.2.1.**	**Write informative/explanatory texts that:**
INDICATOR	**E1.W.MC C.2.1.j.**	**Use precise language and domain-specific vocabulary to manage the complexity of the topic.** **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.**
STANDARD / COURSE	**SC.E1.**	**English 1**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E1.W.**	**Writing (W)**
PERFORMANCE DESCRIPTOR / STANDARD	**E1.W.MC C.3.**	**Meaning, Context, and Craft (MCC): Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXAMPLE / STAGE	**E1.W.MC C.3.1.**	**Gather ideas from texts, multimedia, and personal experience to write narratives that:**
INDICATOR	**E1.W.MC C.3.1.f.**	**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 / COURSE	**SC.E2.**	**English 2**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E2.RL.**	**Reading - Literary Text (RL)**
PERFORMANCE DESCRIPTOR / STANDARD	**E2.RL.P.**	**Principles of Reading (P)**
GRADE LEVEL EXAMPLE / STAGE	**E2.RL.P. 4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	**E2.RL.P. 4.3.**	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.** **Spelling Classroom** **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.**
STANDARD / COURSE	**SC.E2.**	**English 2**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E2.RL.**	**Reading - Literary Text (RL)**
PERFORMANCE DESCRIPTOR / STANDARD	**E2.RL.LC S.**	**Language, Craft, and Structure (LCS)**

GRADE LEVEL EXAMPLE / STAGE	E2.RL.LCS.9.	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
INDICATOR	E2.RL.LCS.9.1.	Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone. **Spelling Classroom** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STANDARD / COURSE	**SC.E2.**	**English 2**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E2.RL.	Reading - Literary Text (RL)
PERFORMANCE DESCRIPTOR / STANDARD	E2.RL.LCS.	Language, Craft, and Structure (LCS)
GRADE LEVEL EXAMPLE / STAGE	E2.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
INDICATOR	E2.RL.LCS.10.1.	Use context clues to determine meanings of words and phrases. **Spelling Classroom** **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.
STANDARD / COURSE	**SC.E2.**	**English 2**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E2.RI.	Reading - Informational Text (RI)
PERFORMANCE DESCRIPTOR / STANDARD	E2.RI.P.	Principles of Reading (P)
GRADE LEVEL EXAMPLE / STAGE	E2.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	E2.RI.P.4.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. **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.
STANDARD / COURSE	**SC.E2.**	**English 2**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E2.RI.	Reading - Informational Text (RI)
PERFORMANCE DESCRIPTOR / STANDARD	E2.RI.LCS.	Language, Craft, and Structure (LCS)
GRADE LEVEL EXAMPLE / STAGE	E2.RI.LCS.8.	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
INDICATOR	E2.RI.LCS.8.1.	Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.

		Spelling Classroom **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out.
STANDARD / COURSE	**SC.E2.**	**English 2**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E2.RI.**	**Reading - Informational Text (RI)**
PERFORMANCE DESCRIPTOR / STANDARD	**E2.RI.LCS.**	**Language, Craft, and Structure (LCS)**
GRADE LEVEL EXAMPLE / STAGE	**E2.RI.LCS.9.**	**Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**
INDICATOR	**E2.RI.LCS.9.1.**	**Use context clues to determine meanings 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.
STANDARD / COURSE	**SC.E2.**	**English 2**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E2.W.**	**Writing (W)**
PERFORMANCE DESCRIPTOR / STANDARD	**E2.W.MCC.2.**	**Meaning, Context, and Craft (MCC): Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
GRADE LEVEL EXAMPLE / STAGE	**E2.W.MCC.2.1.**	**Write informative/explanatory texts that:**
INDICATOR	**E2.W.MCC.2.1.j.**	**Use precise language and domain-specific vocabulary to manage the complexity of the topic.** **Spelling Classroom** **Paragraph Writing** Write a paragraph incorporating each word from the list.
STANDARD / COURSE	**SC.E2.**	**English 2**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E2.W.**	**Writing (W)**
PERFORMANCE DESCRIPTOR / STANDARD	**E2.W.MCC.3.**	**Meaning, Context, and Craft (MCC): Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXAMPLE / STAGE	**E2.W.MCC.3.1.**	**Gather ideas from texts, multimedia, and personal experience to write narratives that:**
INDICATOR	**E2.W.MCC.3.1.f.**	**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 / COURSE	**SC.E3.**	**English 3**
KNOWLEDGE AND SKILLS /	**E3.RL.**	**Reading - Literary Text (RL)**

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	E3.RL.P.	**Principles of Reading (P)**
GRADE LEVEL EXAMPLE / STAGE	E3.RL.P. 4.	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	E3.RL.P. 4.3.	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.** **Spelling Classroom** **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.**
STANDARD / COURSE	SC.E3.	**English 3**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E3.RL.	**Reading - Literary Text (RL)**
PERFORMANCE DESCRIPTOR / STANDARD	E3.RL.LCS.	**Language, Craft, and Structure (LCS)**
GRADE LEVEL EXAMPLE / STAGE	E3.RL.LCS.10.	**Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**
INDICATOR	E3.RL.LCS.10.1.	**Use context clues to determine meanings of words and phrases.** **Spelling Classroom** **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.**
STANDARD / COURSE	SC.E3.	**English 3**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E3.RI.	**Reading - Informational Text (RI)**
PERFORMANCE DESCRIPTOR / STANDARD	E3.RI.P.	**Principles of Reading (P)**
GRADE LEVEL EXAMPLE / STAGE	E3.RI.P.4.	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	E3.RI.P.4.3.	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.** **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.**
STANDARD / COURSE	SC.E3.	**English 3**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E3.RI.	**Reading - Informational Text (RI)**
PERFORMANCE	E3.RI.LC	**Language, Craft, and Structure (LCS)**

DESCRIPTOR / STANDARD	S.	
GRADE LEVEL EXAMPLE / STAGE	E3.RI.LCS.8.	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
INDICATOR	E3.RI.LCS.8.1.	Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text. **Spelling Classroom** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out.
STANDARD / COURSE	SC.E3.	English 3
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E3.RI.	Reading - Informational Text (RI)
PERFORMANCE DESCRIPTOR / STANDARD	E3.RI.LCS.	Language, Craft, and Structure (LCS)
GRADE LEVEL EXAMPLE / STAGE	E3.RI.LCS.9.	Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
INDICATOR	E3.RI.LCS.9.1.	Use context clues to determine meanings 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.
STANDARD / COURSE	SC.E3.	English 3
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E3.W.	Writing (W)
PERFORMANCE DESCRIPTOR / STANDARD	E3.W.MCC.2.	Meaning, Context, and Craft (MCC): Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXAMPLE / STAGE	E3.W.MCC.2.1.	Write informative/explanatory texts that:
INDICATOR	E3.W.MCC.2.1.j.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **Spelling Classroom** **Paragraph Writing** Write a paragraph incorporating each word from the list.
STANDARD / COURSE	SC.E3.	English 3
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E3.W.	Writing (W)
PERFORMANCE DESCRIPTOR / STANDARD	E3.W.MCC.3.	Meaning, Context, and Craft (MCC): Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	E3.W.MCC.3.1.	Gather ideas from texts, multimedia, and personal experience to write narratives that:
INDICATOR	E3.W.MCC.3.1.g.	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 / COURSE	**SC.E3.**	**English 3**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E3.W.**	**Writing (W)**
PERFORMANCE DESCRIPTOR / STANDARD	**E3.W.L.4.**	**Language (L): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXAMPLE / STAGE	**E3.W.L.4. 1.**	**When writing:**
INDICATOR	**E3.W.L.4. 1.c.**	**Demonstrate command of grammar and usage rules.** **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.** **Scrambled Sentences** **Drag and drop the words to form a correct sentence before the time runs out.** **Vocabulary Test** **Select the correct definition for each word in this multiple choice environment.** **Word Introduction** **Words are pronounced and introduced in a contextual setting.** **Writing Sentences** **Hear each word and then type in a sentence using the word in context.**
INDICATOR	**E3.W.L.4. 1.d.**	**Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.** **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.** **Scrambled Sentences** **Drag and drop the words to form a correct sentence before the time runs out.** **Vocabulary Test** **Select the correct definition for each word in this multiple choice environment.** **Word Introduction** **Words are pronounced and introduced in a contextual setting.** **Writing Sentences** **Hear each word and then type in a sentence using the word in context.**
STANDARD / COURSE	**SC.E4.**	**English 4**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E4.RL.**	**Reading - Literary Text (RL)**
PERFORMANCE DESCRIPTOR / STANDARD	**E4.RL.P.**	**Principles of Reading (P)**
GRADE LEVEL EXAMPLE / STAGE	**E4.RL.P. 4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	**E4.RL.P. 4.3.**	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.** **Spelling Classroom** **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.**
STANDARD / COURSE	**SC.E4.**	**English 4**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**E4.RL.**	**Reading - Literary Text (RL)**

PERFORMANCE DESCRIPTOR / STANDARD	E4.RL.LCS.	Language, Craft, and Structure (LCS)
GRADE LEVEL EXAMPLE / STAGE	E4.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
INDICATOR	E4.RL.LCS.10.1.	Use context clues to determine meanings of words and phrases. **Spelling Classroom** **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.
STANDARD / COURSE	SC.E4.	English 4
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E4.RI.	Reading - Informational Text (RI)
PERFORMANCE DESCRIPTOR / STANDARD	E4.RI.P.	Principles of Reading (P)
GRADE LEVEL EXAMPLE / STAGE	E4.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	E4.RI.P.4.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. **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.
STANDARD / COURSE	SC.E4.	English 4
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E4.RI.	Reading - Informational Text (RI)
PERFORMANCE DESCRIPTOR / STANDARD	E4.RI.LCS.	Language, Craft, and Structure (LCS)
GRADE LEVEL EXAMPLE / STAGE	E4.RI.LCS.8.	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
INDICATOR	E4.RI.LCS.8.1.	Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases. **Spelling Classroom** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out.
STANDARD / COURSE	SC.E4.	English 4
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E4.RI.	Reading - Informational Text (RI)
PERFORMANCE DESCRIPTOR / STANDARD	E4.RI.LCS.	Language, Craft, and Structure (LCS)
GRADE LEVEL	E4.RI.LC	Apply a range of strategies to determine the meaning of known, unknown, and

EXAMPLE / STAGE	S.9.	multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
INDICATOR	E4.RI.LC S.9.1.	Use context clues to determine meanings 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.
STANDARD / COURSE	SC.E4.	English 4
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E4.W.	Writing (W)
PERFORMANCE DESCRIPTOR / STANDARD	E4.W.MC C.2.	Meaning, Context, and Craft (MCC): Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXAMPLE / STAGE	E4.W.MC C.2.1.	Write informative/explanatory texts that:
INDICATOR	E4.W.MC C.2.1.j.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **Spelling Classroom** **Paragraph Writing** Write a paragraph incorporating each word from the list.
STANDARD / COURSE	SC.E4.	English 4
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E4.W.	Writing (W)
PERFORMANCE DESCRIPTOR / STANDARD	E4.W.MC C.3.	Meaning, Context, and Craft (MCC): Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	E4.W.MC C.3.1.	Gather ideas from texts, multimedia, and personal experience to write narratives that:
INDICATOR	E4.W.MC C.3.1.g.	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 / COURSE	SC.E4.	English 4
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E4.W.	Writing (W)
PERFORMANCE DESCRIPTOR / STANDARD	E4.W.L.4.	Language (L): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXAMPLE / STAGE	E4.W.L.4. 1.	When writing:
INDICATOR	E4.W.L.4. 1.a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. **Spelling Classroom** **Paragraph Writing** Write a paragraph incorporating each word from the list. **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out. **Vocabulary Test**

		Select the correct definition for each word in this multiple choice environment. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Writing Sentences** Hear each word and then type in a sentence using the word in context.
STANDARD / COURSE	SC.E4.	**English 4**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E4.W.	**Writing (W)**
PERFORMANCE DESCRIPTOR / STANDARD	E4.W.L.5.	Language (L): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	E4.W.L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. Spelling Classroom **Create Handwriting Worksheets** Create and print a PDF where students can practice handwriting each word on the list. **Crossword Puzzle** Click on a box and enter the word that best completes the sentence and fits into the puzzle. **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. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **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. **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. **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.