

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** New York State Learning Standards and Core Curriculum  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Hear It Say It Write It

Summary: Word pronunciation with student modeling along with word writing in print or cursive.

New York State Learning Standards and Core Curriculum  
**Language Arts**  
 Grade 1 - Adopted: 2017

<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>	<b>Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.</b>
<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>	<b>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L2.5.</b>	<b>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).</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1L.</b>	<b>1st Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>1L6.</b>	<b>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).</b>

New York State Learning Standards and Core Curriculum  
**Language Arts**  
 Grade 2 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING</b>	<b>NY.2L.</b>	<b>2nd Grade Language Standards</b>
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<b>THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades Prekindergarten – Grade 2:
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2L1.1.	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.2L.	<b>2nd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades P – 2:
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2L2.4.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2L2.5.	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).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.2L.	<b>2nd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2L5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2L5a.	Identify real-life connections between words and their use.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.2L.	<b>2nd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2L6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

**Language Arts**

Grade 3 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.3L.	<b>3rd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL</b>	3L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for

<b>UNDERSTANDING</b>		<b>Grades 3 → 5:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3L2.9.</b>	<b>Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3L2.10.</b>	<b>Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.3L.</b>	<b>3rd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>3L6.</b>	<b>Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).</b>

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**Language Arts**

Grade 4 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4L.</b>	<b>4th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>4L2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3 → 5:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>4L2.9.</b>	<b>Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>4L2.10.</b>	<b>Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.</b>

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Grade 5 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5L.</b>	<b>5th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5L2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3 → 5:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>5L2.9.</b>	<b>Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>5L2.10.</b>	<b>Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.</b>

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

**Language Arts**

Grade 6 - Adopted: 2017

<b>STRAND /</b>	<b>NY.6L.</b>	<b>6th Grade Language Standards</b>
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<b>DOMAIN / UNIFYING THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	6L6.	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Language Arts**

Grade 7 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.7L.	7th Grade Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Knowledge of Language
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	7L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.7L.	7th Grade Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	7L6.	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Language Arts**

Grade 8 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.8L.	8th Grade Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	8L6.	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Language Arts**

Grade 9 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.9-10L.	9th-10th Grade Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD /</b>	9-10L6.	Acquire and accurately use general academic and content-specific words and

<b>CONCEPTUAL UNDERSTANDING</b>		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.
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**New York State Learning Standards and Core Curriculum**

**Language Arts**

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

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.9-10L.</b>	<b>9th-10th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>9-10L6.</b>	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.

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

**Language Arts**

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

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.11-12L.</b>	<b>11th-12th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>11-12L6.</b>	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.

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

**Language Arts**

Grade **12** - Adopted: **2017**

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.11-12L.</b>	<b>11th-12th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>11-12L6.</b>	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.