

**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

### Paragraph Writing

Summary: Write a paragraph incorporating each word from the list.

#### 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>		Conventions of Standard English
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1L1.	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>	1L1.8.	Produce and expand complete sentences in shared language activities.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1L1.13.	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).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1L.</b>	<b>1st Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Conventions of Standard English
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1L2.	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>	1L2.5.	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).

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

##### Language Arts

Grade 2 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2L.</b>	<b>2nd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Conventions of Standard English
<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>	2L1.8.	Produce and expand complete sentences in shared language activities.

EXPECTATION / CONTENT SPECIFICATION	2L1.13.	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).
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades P → 2:
EXPECTATION / CONTENT SPECIFICATION	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).

### New York State Learning Standards and Core Curriculum

#### Language Arts

Grade 3 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.3W.	3rd Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	3W2.	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
EXPECTATION / CONTENT SPECIFICATION	3W2c.	Use precise language and domain-specific vocabulary.
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	3L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3 – 5:
EXPECTATION / CONTENT SPECIFICATION	3L1.1.	Produce simple, compound, and complex sentences.
EXPECTATION / CONTENT SPECIFICATION	3L1.16.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	3L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3 → 5:
EXPECTATION / CONTENT SPECIFICATION	3L2.9.	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).

EXPECTATION / CONTENT SPECIFICATION	3L2.10.	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.
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDING	3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	3L3a.	Choose words and phrases for effect.

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

**Language Arts**

Grade 4 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.4W.	4th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	4W2.	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
EXPECTATION / CONTENT SPECIFICATION	4W2c.	Use precise language and domain-specific vocabulary.
STRAND / DOMAIN / UNIFYING THEME	NY.4W.	4th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / CONTENT SPECIFICATION	4W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	4L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3 –5:
EXPECTATION / CONTENT SPECIFICATION	4L1.1.	Produce simple, compound, and complex sentences.
EXPECTATION / CONTENT SPECIFICATION	4L1.16.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards

<b>UNIFYING THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	4L2.	<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>	4L2.9.	<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>	4L2.10.	<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>	NY.4L.	<b>4th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	4L3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	4L3a.	<b>Choose words and phrases to convey ideas precisely.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.4L.	<b>4th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	4L6.	<b>Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

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

**Language Arts**

Grade 5 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.5W.	<b>5th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5W2.	<b>Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	5W2c.	<b>Use precise language and domain-specific vocabulary to explain a topic.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.5W.	<b>5th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5W3.	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</b>

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EXPECTATION / CONTENT SPECIFICATION	5W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	5L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3 –5:
EXPECTATION / CONTENT SPECIFICATION	5L1.1.	Produce simple, compound, and complex sentences.
EXPECTATION / CONTENT SPECIFICATION	5L1.16.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	5L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3 –5:
EXPECTATION / CONTENT SPECIFICATION	5L2.9.	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION / CONTENT SPECIFICATION	5L2.10.	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.
STRAND / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	5L6.	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

**Language Arts**

Grade 6 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.WHST .6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	WHST.6-8.2.	Write informative/explanatory text focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	WHST.6-8.2.d.	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.6W.</b>	<b>6th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>6W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W2c.</b>	<b>Use precise language and domain-specific vocabulary to explain a topic.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.6W.</b>	<b>6th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>6W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W3d.</b>	<b>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.6L.</b>	<b>6th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>6L1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 6 –8:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L1.6.</b>	<b>Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</b>

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

**Language Arts**

Grade 7 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.WHST .6-8.</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>WHST.6-8.2.</b>	<b>Write informative/explanatory text focused on discipline-specific content.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>WHST.6-8.2.d.</b>	<b>Use precise language and content-specific vocabulary to inform and/or to explain the topic.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.7W.</b>	<b>7th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD /</b>	<b>7W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts,</b>

CONCEPTUAL UNDERSTANDING		and information through the selection, organization, and analysis of relevant content.
EXPECTATION / CONTENT SPECIFICATION	7W2c.	Use precise language and domain-specific vocabulary to explain a topic.
STRAND / DOMAIN / UNIFYING THEME	NY.7W.	7th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	7W3.	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.
EXPECTATION / CONTENT SPECIFICATION	7W3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME	NY.7L.	7th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	7L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 6 –8:
EXPECTATION / CONTENT SPECIFICATION	7L1.6.	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / DOMAIN / UNIFYING THEME	NY.7L.	7th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDING	7L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

**Language Arts**

Grade 8 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	WHST.6-8.2.	Write informative/explanatory text focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	WHST.6-8.2.d.	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME	NY.8W.	8th Grade Writing Standards

<b>UNIFYING THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Text Types and Purposes
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W2c.	Use precise language and domain-specific vocabulary to explain a topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.8W.	8th Grade Writing Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Text Types and Purposes
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	8W3.	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.8L.	8th Grade Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Conventions of Standard English
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	8L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 6 –8:
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8L1.6.	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

**Language Arts**

Grade 9 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.9-10W.	9th-10th Grade Writing Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Text Types and Purposes
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	9-10W1.	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	9-10W1c.	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.9-10W.	9th-10th Grade Writing Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Text Types and Purposes
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	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.



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<b>EXPECTATION / CONTENT SPECIFICATION</b>	9-10W2c.	Use precise language and domain-specific vocabulary to express the appropriate complexity of a topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.9-10W.	9th-10th Grade Writing Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Text Types and Purposes
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	9-10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.9-10L.	9th-10th Grade Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Conventions of Standard English
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	9-10L1.	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>	9-10L1.3.	Understand that usage is a matter of convention that can change over time.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.WHST.9-10.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 9-10
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Text Types and Purposes
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	WHST.9-10.2.	Write informative/explanatory text focused on discipline-specific content.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.

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

**Language Arts**

Grade 10 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.9-10W.	9th-10th Grade Writing Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Text Types and Purposes
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	9-10W1.	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	9-10W1c.	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.9-10W.	9th-10th Grade Writing Standards

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	9-10W2c.	Use precise language and domain-specific vocabulary to express the appropriate complexity of a topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.9-10W.	<b>9th-10th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	9-10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.9-10L.	<b>9th-10th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	9-10L1.	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>	9-10L1.3.	Understand that usage is a matter of convention that can change over time.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.WHST.9-10.	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 9-10</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	WHST.9-10.2.	Write informative/explanatory text focused on discipline-specific content.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.

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

**Language Arts**

Grade 11 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.11-12W.	<b>11th-12th Grade Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	11-12W1.	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION / CONTENT SPECIFICATION	11-12W1c.	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
STRAND / DOMAIN / UNIFYING THEME	NY.11-12W.	11th-12th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	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.
EXPECTATION / CONTENT SPECIFICATION	11-12W2c.	Use precise language, domain-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
STRAND / DOMAIN / UNIFYING THEME	NY.11-12W.	11th-12th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	11-12W3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
EXPECTATION / CONTENT SPECIFICATION	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.
STRAND / DOMAIN / UNIFYING THEME	NY.11-12L.	11th-12th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	11-12L1.	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	11-12L1.3.	Understand that usage is a matter of convention that can change over time.
STRAND / DOMAIN / UNIFYING THEME	NY.WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12
CATEGORY / CLUSTER / KEY IDEA	WHST.11-12.2.	Write explanatory and analytical text focused on discipline-specific content.
STANDARD / CONCEPTUAL UNDERSTANDING	WHST.11-12.2.d.	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.

New York State Learning Standards and Core Curriculum  
Language Arts  
Grade 12 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.11-12W.	11th-12th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD /	11-12W1.	Write arguments to support claims that analyze substantive topics or texts, using

CONCEPTUAL UNDERSTANDING		valid reasoning and relevant and sufficient evidence.
EXPECTATION / CONTENT SPECIFICATION	11-12W1c.	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
STRAND / DOMAIN / UNIFYING THEME	NY.11-12W.	11th-12th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	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.
EXPECTATION / CONTENT SPECIFICATION	11-12W2c.	Use precise language, domain-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
STRAND / DOMAIN / UNIFYING THEME	NY.11-12W.	11th-12th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	11-12W3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
EXPECTATION / CONTENT SPECIFICATION	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.
STRAND / DOMAIN / UNIFYING THEME	NY.11-12L.	11th-12th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	11-12L1.	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	11-12L1.3.	Understand that usage is a matter of convention that can change over time.
STRAND / DOMAIN / UNIFYING THEME	NY.WHST.11-12.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12
CATEGORY / CLUSTER / KEY IDEA	WHST.11-12.2.	Write explanatory and analytical text focused on discipline-specific content.
STANDARD / CONCEPTUAL UNDERSTANDING	WHST.11-12.2.d.	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.