

**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

### Scrambled Sentences

Summary: Drag and drop the words to form a correct sentence before the time runs out.

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

#### Language Arts

Grade 1 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.1RF.</b>	<b>1st Grade Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Fluency</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>1RF4.</b>	<b>Read grade-level text with sufficient accuracy and fluency to support comprehension.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1RF4b.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</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>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>1L1.8.</b>	<b>Produce and expand complete sentences in shared language activities.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L1.13.</b>	<b>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>
<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>1L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L4a.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</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>

STANDARD / CONCEPTUAL UNDERSTANDING	1L6.	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).
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**New York State Learning Standards and Core Curriculum**

**Language Arts**

Grade 2 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2RF.</b>	<b>2nd Grade Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Fluency</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2RF4.</b>	<b>Read grade-level text with sufficient accuracy and fluency to support comprehension.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2RF4b.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2L.</b>	<b>2nd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2L1.</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>2L1.8.</b>	<b>Produce and expand complete sentences in shared language activities.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2L1.13.</b>	<b>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>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2L.</b>	<b>2nd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2L4a.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2L.</b>	<b>2nd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2L5a.</b>	<b>Identify real-life connections between words and their use.</b>
<b>STRAND /</b>	<b>NY.2L.</b>	<b>2nd Grade Language Standards</b>

<b>DOMAIN / UNIFYING THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<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.3R.	3rd Grade Reading Standards (Literary and Informational Text)
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Craft and Structure
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	3R4.	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.3RF.	3rd Grade Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Fluency
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	3RF4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3RF4b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.3L.	3rd Grade Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Conventions of Standard English
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	3L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3 –5:
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3L1.1.	Produce simple, compound, and complex sentences.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3L1.16.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.3L.	3rd Grade Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	3L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies.
<b>EXPECTATION /</b>	3L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT SPECIFICATION		
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	3L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	3L5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	3L6.	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).

**New York State Learning Standards and Core Curriculum**  
**Language Arts**  
Grade 4 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.4R.	4th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	4R4.	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	NY.4RF.	4th Grade Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	4RF4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	4RF4b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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 /	4L1.1.	Produce simple, compound, and complex sentences.

CONTENT SPECIFICATION		
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
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	4L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	4L6.	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).

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

**Language Arts**

Grade 5 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.5R.	5th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	5R4.	Determine the meaning of words, phrases, figurative language, academic, and domain-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	NY.5RF.	5th Grade Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	5RF4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	5RF4b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL	5L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 3 –5:

UNDERSTANDING		
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		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	5L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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.RH.6-8.	Reading Standards for Literacy in History/Social Studies 6-8
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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.
STRAND / DOMAIN / UNIFYING THEME	NY.6L.	6th Grade Language Standards
CATEGORY / CLUSTER / KEY		Conventions of Standard English

<b>IDEA</b>		
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	6L1.	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>	6L1.6.	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.6L.	6th Grade Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	6L4.	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>	6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L4d.	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).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.6L.	6th Grade Language Standards
<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.RH.6-8.	Reading Standards for Literacy in History/Social Studies 6-8
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Craft and Structure
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.LS.6-12.	6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects
<b>CATEGORY / CLUSTER / KEY IDEA</b>	LS.6-12.	Literacy 6-12 Anchor Standards for Reading
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Craft and Structure
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>STRAND / DOMAIN / UNIFYING</b>	NY.7L.	7th Grade Language Standards

<b>THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	7L1.	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>	7L1.6.	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.7L.	<b>7th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Knowledge of Language</b>
<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.	<b>7th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	7L4.	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>	7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	7L4d.	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).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.7L.	<b>7th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<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.RH.6-8.	<b>Reading Standards for Literacy in History/Social Studies 6-8</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.



<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>	<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.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.8L.</b>	<b>8th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>8L1.</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>8L1.6.</b>	<b>Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.8L.</b>	<b>8th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>8L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L4a.</b>	<b>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L4d.</b>	<b>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).</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.8L.</b>	<b>8th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>8L6.</b>	<b>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.</b>

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

**Language Arts**

Grade 9 - Adopted: 2017

<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>

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.
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.
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.
EXPECTATION / CONTENT SPECIFICATION	9-10L4d.	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).
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.	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.
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.

**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
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<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>	<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.</b>
<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>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>9-10L1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 9 –12:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>9-10L1.3.</b>	<b>Understand that usage is a matter of convention that can change over time.</b>
<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>9-10L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>9-10L4a.</b>	<b>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.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>9-10L4d.</b>	<b>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).</b>
<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>	<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.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.RH.9-10.</b>	<b>Reading Standards for Literacy in History/Social Studies 9-10</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>RH.9-10.4.</b>	<b>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.</b>

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

**Language Arts**

Grade 11 - Adopted: 2017

<b>STRAND /</b>	<b>NY.LS.6-</b>	<b>6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects</b>
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<b>DOMAIN / UNIFYING THEME</b>	<b>12.</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>	<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.</b>
<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>	<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&amp;RL)</b>
<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>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>11-12L1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 9 –12:</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>11-12L1.3.</b>	<b>Understand that usage is a matter of convention that can change over time.</b>
<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>11-12L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>11-12L4a.</b>	<b>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.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>11-12L4d.</b>	<b>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).</b>
<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>	<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.</b>
<b>STRAND / DOMAIN /</b>	<b>NY.RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies 11-12</b>

<b>UNIFYING THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RH.11-12.4.	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.

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

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.LS.6-12.	<b>6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	LS.6-12.	<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.11-12R.	<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>	11-12R4.	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)
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.11-12L.	<b>11th-12th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.11-12L.	<b>11th-12th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<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.
<b>EXPECTATION /</b>	11-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by

<b>CONTENT SPECIFICATION</b>	12L4d.	checking the inferred meaning in context or in a dictionary).
<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>	11-12L6.	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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.RH.11-12.	Reading Standards for Literacy in History/Social Studies 11-12
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Craft and Structure
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RH.11-12.4.	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.