

**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

### Vocabulary Bee

Summary: Select a word or phrase that best describes each list word.

#### 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>1L2.</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>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1L2.5.</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).

#### 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>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2L2.</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>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2L2.5.</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).

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

##### Language Arts

Grade 3 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.3L.</b>	<b>3rd Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>3L2.</b>	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.

## New York State Learning Standards and Core Curriculum

### Language Arts

Grade 4 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	4L2.	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	4L2.9.	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	4L2.10.	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.4L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	4L5c.	Demonstrate understanding of words by relating them to their antonyms and synonyms.

## New York State Learning Standards and Core Curriculum

### Language Arts

Grade 5 - Adopted: 2017

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 /		Vocabulary Acquisition and Use

<b>CLUSTER / KEY IDEA</b>		
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5L5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>5L5c.</b>	<b>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</b>

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

**Language Arts**

Grade 7 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.7L.</b>	<b>7th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>7L5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>7L5b.</b>	<b>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</b>

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

**Language Arts**

Grade 8 - Adopted: 2017

<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>8L5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L5b.</b>	<b>Use the relationship between particular words to better understand each of the words.</b>