

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

Word Ladder

Summary: Sequence of words built upon the previous and advance down the ladder with each correct answer.

New York State Learning Standards and Core Curriculum

Language Arts

Grade 1 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1L2.	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	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).
STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
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).

New York State Learning Standards and Core Curriculum

Language Arts

Grade 2 - Adopted: 2017

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).
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards

CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	2L5a.	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	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

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		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.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:

G		
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.

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.

New York State Learning Standards and Core Curriculum

Language Arts

Grade 6 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.6L.	6th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	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

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.
STRAND / DOMAIN / UNIFYING THEME	NY.7L.	7th Grade Language Standards
CATEGORY /		Vocabulary Acquisition and Use

CLUSTER / KEY IDEA		
STANDARD / CONCEPTUAL UNDERSTANDING	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

STRAND / DOMAIN / UNIFYING THEME	NY.8L.	8th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	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

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.

New York State Learning Standards and Core Curriculum

Language Arts

Grade 10 - Adopted: 2017

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.

New York State Learning Standards and Core Curriculum

Language Arts

Grade 11 - Adopted: 2017

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

New York State Learning Standards and Core Curriculum

Language Arts

Grade 12 - Adopted: 2017

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

© 2015 EdGate Correlation Services, LLC. All Rights reserved.

[Contact Us](#) - [Privacy](#) - [Service Agreement](#)