

Main Criteria: Spelling Classroom
Secondary Criteria: Alaska Content and Performance Standards
Subject: Language Arts
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Spelling Classroom

Alphabetize List

Summary: Place words in order based upon alphabetizing principles.

Alaska Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Alaska Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Alaska Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.6.	Acquire and accurately use grade-appropriate general academic and domain-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).

Alaska Content and Performance Standards

Language Arts

Grade 9 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.L.9-10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Alaska Content and Performance Standards

Language Arts

Grade 10 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.L.9-10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Alaska Content and Performance Standards

Language Arts

Grade 11 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.L.11-12.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Alaska Content and Performance Standards

Language Arts

Grade 12 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.L.11-12.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

