

Main Criteria: Spelling Classroom
Secondary Criteria: Oregon Academic Content 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.

Oregon Academic Content Standards

Language Arts

Grade 1 - Adopted: 2010

STANDARD / CONTENT AREA	OR.1.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Oregon Academic Content Standards

Language Arts

Grade 2 - Adopted: 2010

STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Oregon Academic Content Standards

Language Arts

Grade 3 - Adopted: 2010

STANDARD / CONTENT AREA	OR.3.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	3.L.5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STANDARD / CONTENT AREA	OR.3.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Oregon Academic Content Standards

Language Arts

Grade 4 - Adopted: 2010

STANDARD / CONTENT AREA	OR.4.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	4.L.6.	Acquire and use accurately 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).

Oregon Academic Content Standards

Language Arts

Grade 5 - Adopted: 2010

STANDARD / CONTENT AREA	OR.5.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Oregon Academic Content Standards

Language Arts

Grade 6 - Adopted: 2010

STANDARD / CONTENT AREA	OR.6.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Oregon Academic Content Standards

Language Arts

Grade 7 - Adopted: 2010

STANDARD / CONTENT AREA	OR.7.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Oregon Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

STANDARD / CONTENT AREA	OR.8.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Oregon Academic Content Standards

Language Arts

Grade 9 - Adopted: 2010

STANDARD / CONTENT AREA	OR.9-10.L.	Language Standards
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CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	9-10.L.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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: 2010

STANDARD / CONTENT AREA	OR.9-10.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	9-10.L.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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: 2010

STANDARD / CONTENT AREA	OR.11-12.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	11-12.L.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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: 2010

STANDARD / CONTENT AREA	OR.11-12.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	11-12.L.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.