

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Wyoming 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.

#### Wyoming Content and Performance Standards

##### Language Arts

Grade 1 - Adopted: 2012

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

#### Wyoming Content and Performance Standards

##### Language Arts

Grade 2 - Adopted: 2012

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

#### Wyoming Content and Performance Standards

##### Language Arts

Grade 3 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.3.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION</b>	L.3.5(b)	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
<b>CONTENT STANDARD</b>	<b>WY.L.3.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.3.6.	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).

#### Wyoming Content and Performance Standards

##### Language Arts

Grade 4 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.6.	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).

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 6 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.6.6.	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.

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 7 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.7.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.7.6.	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.

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 8 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.8.6.	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.

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 9 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 10 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 11 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

<b>GRADE LEVEL EXAMPLE</b>	<b>L.11-12.6.</b>	<b>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.</b>
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**Wyoming Content and Performance Standards**

**Language Arts**

Grade 12 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.11-12.6.</b>	<b>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.</b>