

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Arizona's College and Career Ready Standards  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Crossword Puzzle

Summary: Click on a box and enter the word that best completes the sentence and fits into the puzzle.

#### Arizona's College and Career Ready Standards

#### Language Arts

Grade 1 - Adopted: 2016

<b>STRAND</b>	<b>AZ.1.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RF.3.	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
<b>STRAND</b>	<b>AZ.1.WF.</b>	<b>Writing Standards: Foundational Skills</b>
<b>CONCEPT / STANDARD</b>		<b>Spelling</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.WF.3.a.	Spell common, regular, single-syllable words using:
<b>GRADE LEVEL EXPECTATION</b>	1.WF.3.a.1.	Short vowels and single consonants.
<b>STRAND</b>	<b>AZ.1.WF.</b>	<b>Writing Standards: Foundational Skills</b>
<b>CONCEPT / STANDARD</b>		<b>Spelling</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.WF.3.d.	Spell grade-level appropriate words in English as found in a research-based list, including:
<b>GRADE LEVEL EXPECTATION</b>	1.WF.3.d.1.	Irregular words (e.g., said, what, are, they, was).
<b>STRAND</b>	<b>AZ.1.WF.</b>	<b>Writing Standards: Foundational Skills</b>
<b>CONCEPT / STANDARD</b>		<b>Spelling</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.WF.3.e.	Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.
<b>STRAND</b>	<b>AZ.1.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE /</b>	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL		
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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Grade 2 - Adopted: 2016

<b>STRAND</b>	<b>AZ.2.WF.</b>	<b>Writing Standards: Foundational Skills</b>
<b>CONCEPT / STANDARD</b>		<b>Spelling</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.WF.3.	Know and apply phonics and word analysis skills when encoding words.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	2.WF.3.d.	Spell grade-level appropriate words in English, as found in a research-based list, including:
<b>GRADE LEVEL EXPECTATION</b>	2.WF.3.d.1.	Irregular words (e.g., against, many, enough, does).
<b>STRAND</b>	<b>AZ.2.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
<b>STRAND</b>	<b>AZ.2.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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Grade 3 - Adopted: 2016

<b>STRAND</b>	<b>AZ.3.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	3.RF.3.	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	3.RF.3.d.	Read grade-level appropriate irregularly spelled words.
<b>STRAND</b>	<b>AZ.3.WF.</b>	<b>Writing Standards: Foundational Skills</b>
<b>CONCEPT / STANDARD</b>		<b>Spelling</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	3.WF.3.	Know and apply spelling conventions and patterns
<b>OBJECTIVE / GRADE LEVEL</b>	3.WF.3.e.	Spell grade-level appropriate words in English, as found in a research-based list, including:

EXPECTATION		
GRADE LEVEL EXPECTATION	3.WF.3.e.1.	Irregular words.
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.b.	Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful)

**Arizona's College and Career Ready Standards**

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Grade 4 - Adopted: 2016

STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
OBJECTIVE / GRADE LEVEL EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.4.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	4.L.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).

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Grade 5 - Adopted: 2016

STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

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Grade 6 - Adopted: 2016

STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
STRAND	AZ.6.L.	Language Standards

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.

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Grade 7 - Adopted: 2016

<b>STRAND</b>	<b>AZ.7.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	7.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	7.L.2.b.	Use correct spelling.
<b>STRAND</b>	<b>AZ.7.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.

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Grade 8 - Adopted: 2016

<b>STRAND</b>	<b>AZ.8.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	8.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	8.L.2.c.	Use correct spelling.
<b>STRAND</b>	<b>AZ.8.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.

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Grade 9 - Adopted: 2016

<b>STRAND</b>	<b>AZ.9-10.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	9-10.L.2.c.	Use correct spelling.

<b>STRAND</b>	<b>AZ.9-10.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.

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Grade **10** - Adopted: 2016

<b>STRAND</b>	<b>AZ.9-10.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	9-10.L.2.c.	Use correct spelling.

<b>STRAND</b>	<b>AZ.9-10.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.

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Grade **11** - Adopted: 2016

<b>STRAND</b>	<b>AZ.11-12.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	11-12.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	11-12.L.2.b.	Use correct spelling.

<b>STRAND</b>	<b>AZ.11-12.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.

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Grade **12** - Adopted: 2016

<b>STRAND</b>	<b>AZ.11-12.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>

<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>11-12.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>11-12.L.2.b.</b>	<b>Use correct spelling.</b>
<b>STRAND</b>	<b>AZ.11-12.L.</b>	<b>Language Standards</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>11-12.L.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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