

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Louisiana Academic Standards  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Scrambled Sentences

Summary: Drag and drop the words to form a correct sentence before the time runs out.

#### Louisiana Academic Standards

##### Language Arts

Grade 1 - Adopted: 2016

<b>STRAND</b>	<b>LA.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RI.1.4.</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>STRAND</b>	<b>LA.RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	<b>RF.1.4.c.</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND</b>	<b>LA.L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
<b>INDICATOR</b>	<b>L.1.1.c.</b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
<b>STRAND</b>	<b>LA.L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
<b>INDICATOR</b>	<b>L.1.4.a.</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>STRAND</b>	<b>LA.L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.5.</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<b>INDICATOR</b>	<b>L.1.5.c.</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
<b>STRAND</b>	<b>LA.L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.6.</b>	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).

#### Louisiana Academic Standards

##### Language Arts

Grade 2 - Adopted: 2016

<b>STRAND</b>	<b>LA.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>STRAND</b>	<b>LA.RF.2.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE</b>	<b>RF.2.4.</b>	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION		
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	LA.L.2.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.2.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STRAND	LA.L.2.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND	LA.L.2.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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).
STRAND	LA.L.2.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.2.6.	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).

## Louisiana Academic Standards

### Language Arts

Grade 3 - Adopted: 2016

STRAND	LA.RI.3.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND	LA.RF.3.	Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANCE EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	LA.L.3.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND	LA.L.3.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
INDICATOR	L.3.5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND	LA.L.3.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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).

**Louisiana Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2016

<b>STRAND</b>	<b>LA.RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RI.4.4.</b>	<b>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</b>
<b>STRAND</b>	<b>LA.RF.4.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>INDICATOR</b>	<b>RF.4.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>STRAND</b>	<b>LA.L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>INDICATOR</b>	<b>L.4.1.f.</b>	<b>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</b>
<b>STRAND</b>	<b>LA.L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
<b>INDICATOR</b>	<b>L.4.4.a.</b>	<b>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</b>
<b>STRAND</b>	<b>LA.L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.6.</b>	<b>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).</b>

**Louisiana Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2016

<b>STRAND</b>	<b>LA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RI.5.4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</b>
<b>STRAND</b>	<b>LA.RF.5.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>INDICATOR</b>	<b>RF.5.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>STRAND</b>	<b>LA.L.5.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
<b>INDICATOR</b>	<b>L.5.4.a.</b>	<b>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</b>
<b>STRAND</b>	<b>LA.L.5.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.5.6.</b>	<b>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).</b>

**Louisiana Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2016

<b>STRAND</b>	<b>LA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RI.6.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</b>
<b>STRAND</b>	<b>LA.L.6.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>INDICATOR</b>	<b>L.6.1.e.</b>	<b>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</b>
<b>STRAND</b>	<b>LA.L.6.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
<b>INDICATOR</b>	<b>L.6.4.a.</b>	<b>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b>
<b>INDICATOR</b>	<b>L.6.4.d.</b>	<b>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</b>
<b>STRAND</b>	<b>LA.L.6.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.6.6.</b>	<b>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.</b>

**Louisiana Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2016

<b>STRAND</b>	<b>LA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RI.7.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</b>
<b>STRAND</b>	<b>LA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.7.4.</b>	<b>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</b>
<b>STRAND</b>	<b>LA.L.7.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>INDICATOR</b>	<b>L.7.3.a.</b>	<b>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</b>
<b>STRAND</b>	<b>LA.L.7.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
<b>INDICATOR</b>	<b>L.7.4.a.</b>	<b>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b>
<b>INDICATOR</b>	<b>L.7.4.d.</b>	<b>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</b>
<b>STRAND</b>	<b>LA.L.7.</b>	<b>Language Standards</b>

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.7.6.</b>	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.

**Louisiana Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2016

<b>STRAND</b>	<b>LA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RI.8.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STRAND</b>	<b>LA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.8.4.</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND</b>	<b>LA.L.8.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.8.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
<b>INDICATOR</b>	<b>L.8.4.a.</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>INDICATOR</b>	<b>L.8.4.d.</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>LA.L.8.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.8.6.</b>	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.

**Louisiana Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2016

<b>STRAND</b>	<b>LA.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RI.9-10.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND</b>	<b>LA.L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
<b>INDICATOR</b>	<b>L.9-10.4.a.</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>INDICATOR</b>	<b>L.9-10.4.d.</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>LA.L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.6.</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.

**Louisiana Academic Standards**

**Language Arts**

Grade **10** - Adopted: **2016**

<b>STRAND</b>	<b>LA.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RI.9-10.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND</b>	<b>LA.L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
<b>INDICATOR</b>	<b>L.9-10.4.a.</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>INDICATOR</b>	<b>L.9-10.4.d.</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>LA.L.9-10.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.9-10.6.</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.

**Louisiana Academic Standards**

**Language Arts**

Grade **11** - Adopted: **2016**

<b>STRAND</b>	<b>LA.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RI.11-12.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND</b>	<b>LA.L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.1.</b>	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
<b>INDICATOR</b>	<b>L.11-12.1.a.</b>	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
<b>STRAND</b>	<b>LA.L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
<b>INDICATOR</b>	<b>L.11-12.4.a.</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>INDICATOR</b>	<b>L.11-12.4.d.</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND</b>	<b>LA.L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.6.</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.

**Louisiana Academic Standards**

**Language Arts**

Grade 12 - Adopted: 2016

<b>STRAND</b>	<b>LA.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RI.11-12.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</b>
<b>STRAND</b>	<b>LA.L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
<b>INDICATOR</b>	<b>L.11-12.1.a.</b>	<b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b>
<b>STRAND</b>	<b>LA.L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
<b>INDICATOR</b>	<b>L.11-12.4.a.</b>	<b>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b>
<b>INDICATOR</b>	<b>L.11-12.4.d.</b>	<b>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</b>
<b>STRAND</b>	<b>LA.L.11-12.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</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>