

Main Criteria: Spelling Classroom
Secondary Criteria: Wisconsin 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.

Wisconsin Academic Standards

Language Arts

Grade 1 - Adopted: 2010

DOMAIN	WI.CC.1. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
DOMAIN	WI.CC.1. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WI.CC.1. L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
DOMAIN	WI.CC.1. L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.4.	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.
DESCRIPTOR / FOCUS AREA	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	WI.CC.1. L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
DOMAIN	WI.CC.1.	Language Standards

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CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.6.	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).

Wisconsin Academic Standards

Language Arts

Grade 2 - Adopted: 2010

DOMAIN	WI.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
DOMAIN	WI.CC.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	2.L.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).
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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.
DESCRIPTOR / FOCUS AREA	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE	2.L.6.	Use words and phrases acquired through conversations, reading and being read to,

STANDARD / LEARNING PRIORITY		and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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Wisconsin Academic Standards

Language Arts

Grade 3 - Adopted: 2010

DOMAIN	WI.CC.3. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RI.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.
DOMAIN	WI.CC.3. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WI.CC.3. L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	3.L.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.
DESCRIPTOR / FOCUS AREA	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	WI.CC.3. L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
DESCRIPTOR / FOCUS AREA	3.L.5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
DOMAIN	WI.CC.3. L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	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).

Wisconsin Academic Standards

Language Arts

Grade 4 - Adopted: 2010

DOMAIN	WI.CC.4. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in

STANDARD / LEARNING PRIORITY		a text relevant to a grade 4 topic or subject area.
DOMAIN	W.CC.4. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	W.CC.4. L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN	W.CC.4. L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	4.L.4.	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.
DESCRIPTOR / FOCUS AREA	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN	W.CC.4. L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	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).

Wisconsin Academic Standards

Language Arts

Grade 5 - Adopted: 2010

DOMAIN	W.CC.5. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
DOMAIN	W.CC.5. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	W.CC.5. L.	Language Standards

CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	5.L.4.	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.
DESCRIPTOR / FOCUS AREA	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
DOMAIN	W.CC.5.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	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).

Wisconsin Academic Standards

Language Arts

Grade 6 - Adopted: 2010

DOMAIN	W.CC.6.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN	W.CC.6.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN	W.CC.6.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	6.L.4.	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.
DESCRIPTOR / FOCUS AREA	6.L.4.a.	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.
DESCRIPTOR / FOCUS AREA	6.L.4.d.	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).
DOMAIN	W.CC.6.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	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.

Wisconsin Academic Standards

Language Arts

Grade 7 - Adopted: 2010

DOMAIN	W.CC.7.RI.	Reading Standards for Informational Text
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CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	7.RI.4.	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.
DOMAIN	WI.CC.7.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	7.SL.4.	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.
DOMAIN	WI.CC.7.L.	Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE STANDARD / LEARNING PRIORITY	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
DESCRIPTOR / FOCUS AREA	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN	WI.CC.7.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	7.L.4.	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.
DESCRIPTOR / FOCUS AREA	7.L.4.a.	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.
DESCRIPTOR / FOCUS AREA	7.L.4.d.	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).
DOMAIN	WI.CC.7.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	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.

Wisconsin Academic Standards

Language Arts

Grade 8 - Adopted: 2010

DOMAIN	WI.CC.8.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	8.RI.4.	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.
DOMAIN	WI.CC.8.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	8.SL.4.	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.
DOMAIN	WI.CC.8.	Language Standards

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CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	8.L.4.	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.
DESCRIPTOR / FOCUS AREA	8.L.4.a.	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.
DESCRIPTOR / FOCUS AREA	8.L.4.d.	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).
DOMAIN	WI.CC.8.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	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.

Wisconsin Academic Standards

Language Arts

Grade 9 - Adopted: 2010

DOMAIN	WI.CC.9-10.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	9-10.RI.4.	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).
DOMAIN	WI.CC.9-10.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	9-10.L.4.	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.
DESCRIPTOR / FOCUS AREA	9-10.L.4.a.	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.
DESCRIPTOR / FOCUS AREA	9-10.L.4.d.	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).
DOMAIN	WI.CC.9-10.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	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.

Wisconsin Academic Standards

Language Arts

Grade 10 - Adopted: 2010

DOMAIN	WI.CC.9-10.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	9-10.RI.4.	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).

DOMAIN	WI.CC.9-10.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	9-10.L.4.	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.
DESCRIPTOR / FOCUS AREA	9-10.L.4.a.	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.
DESCRIPTOR / FOCUS AREA	9-10.L.4.d.	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).
DOMAIN	WI.CC.9-10.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	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.

Wisconsin Academic Standards

Language Arts

Grade **11** - Adopted: **2010**

DOMAIN	WI.CC.11-12.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.RI.4.	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).
DOMAIN	WI.CC.11-12.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	11-12.L.1.a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
DOMAIN	WI.CC.11-12.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.L.4.	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.
DESCRIPTOR / FOCUS AREA	11-12.L.4.a.	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.
DESCRIPTOR / FOCUS AREA	11-12.L.4.d.	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).
DOMAIN	WI.CC.11-12.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	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.

Wisconsin Academic Standards

Language Arts

Grade **12** - Adopted: **2010**

DOMAIN	WI.CC.11-12.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.RI.4.	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).
DOMAIN	WI.CC.11-12.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	11-12.L.1.a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
DOMAIN	WI.CC.11-12.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.L.4.	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.
DESCRIPTOR / FOCUS AREA	11-12.L.4.a.	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.
DESCRIPTOR / FOCUS AREA	11-12.L.4.d.	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).
DOMAIN	WI.CC.11-12.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	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.