

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

## Spelling Classroom

### Vocabulary Bee

Summary: Select a word or phrase that best describes each list word.

#### Indiana Academic Standards

##### Language Arts

Grade 1 - Adopted: 2014/Updated 2017

<b>STANDARD / STRAND</b>		<b>READING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		READING: Foundations
<b>INDICATOR / STANDARD</b>		Phonics
<b>EXPECTATION / INDICATOR</b>	1.RF.4.4	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
<b>STANDARD / STRAND</b>		<b>READING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		READING: Vocabulary
<b>INDICATOR / STANDARD</b>		Vocabulary Building
<b>EXPECTATION / INDICATOR</b>	1.RV.2.2	Define and sort words into categories (e.g., antonyms, living things, synonyms).
<b>STANDARD / STRAND</b>		<b>WRITING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		WRITING
<b>INDICATOR / STANDARD</b>		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
<b>EXPECTATION / INDICATOR</b>	1.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
<b>INDICATOR</b>	1.W.6.2c	Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

#### Indiana Academic Standards

##### Language Arts

Grade 2 - Adopted: 2014/Updated 2017

<b>STANDARD / STRAND</b>		<b>READING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		READING: Vocabulary
<b>INDICATOR / STANDARD</b>		Vocabulary Building
<b>EXPECTATION / INDICATOR</b>	2.RV.2.2	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).
<b>STANDARD / STRAND</b>		<b>WRITING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		WRITING

INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	2.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	2.W.6.2c	Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

**Indiana Academic Standards**

**Language Arts**

Grade 3 - Adopted: 2014/Updated 2017

STANDARD / STRAND		<b>READING</b>
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RV.1	Build and use accurately conversational, general academic, and content-specific words and phrases.
STANDARD / STRAND		<b>READING</b>
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
STANDARD / STRAND		<b>WRITING</b>
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	3.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	3.W.6.2c	Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.

**Indiana Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2014/Updated 2017

STANDARD / STRAND		<b>READING</b>
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
STANDARD / STRAND		<b>WRITING</b>
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling

EXPECTATION / INDICATOR	4.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	4.W.6.2c	Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

**Indiana Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2014/Updated 2017

STANDARD / STRAND		<b>READING</b>
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.RV.1	Build and use accurately general academic and content-specific words and phrases.
STANDARD / STRAND		<b>READING</b>
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
STANDARD / STRAND		<b>WRITING</b>
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	5.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	5.W.6.2c	Spelling – Applying correct spelling patterns and generalizations in writing.

**Indiana Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2014/Updated 2017

STANDARD / STRAND		<b>READING</b>
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	6.RV.1	Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Indiana Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2014/Updated 2017

STANDARD / STRAND		<b>READING</b>
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	7.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific

INDICATOR		words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / STRAND		<b>READING</b>
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	7.RV.2.2	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STANDARD / STRAND		<b>SPEAKING AND LISTENING</b>
PROFICIENCY STATEMENT / SUBSTRAND		SPEAKING AND LISTENING
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	7.SL.4.1	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.

**Indiana Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2014/Updated 2017

STANDARD / STRAND		<b>READING</b>
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	8.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / STRAND		<b>SPEAKING AND LISTENING</b>
PROFICIENCY STATEMENT / SUBSTRAND		SPEAKING AND LISTENING
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	8.SL.4.1	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.

**Indiana Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2014/Updated 2017

STANDARD / STRAND		<b>READING</b>
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	9-10.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Indiana Academic Standards**

**Language Arts**

Grade 10 - Adopted: 2014/Updated 2017

<b>STANDARD / STRAND</b>		<b>READING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>READING: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		Learning Outcome
<b>EXPECTATION / INDICATOR</b>	9-10.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Indiana Academic Standards  
Language Arts**

Grade 11 - Adopted: 2014/Updated 2017

<b>STANDARD / STRAND</b>		<b>READING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>READING: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		Learning Outcome
<b>EXPECTATION / INDICATOR</b>	11-12.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Indiana Academic Standards  
Language Arts**

Grade 12 - Adopted: 2014/Updated 2017

<b>STANDARD / STRAND</b>		<b>READING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>READING: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		Learning Outcome
<b>EXPECTATION / INDICATOR</b>	11-12.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.