

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

#### Minnesota Academic Standards

##### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Phonics and Word Recognition</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>INDICATORS OF PROGRESS</b>	1.3.0.3.g.	Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATORS OF PROGRESS</b>	1.10.2.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>INDICATORS OF PROGRESS</b>	1.10.2.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.5.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
<b>INDICATORS OF PROGRESS</b>	1.10.5.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

#### Minnesota Academic Standards

##### Language Arts

Grade 2 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS</b>	2.10.2.2.	Demonstrate command of the conventions of standard English capitalization,

PROGRESS / STRAND		punctuation, and spelling when writing.
INDICATORS OF PROGRESS	2.10.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

## Minnesota Academic Standards

### Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.3.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	3.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	3.3.0.3.d.	Read grade-appropriate irregularly spelled words, including high-frequency words.
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	3.10.2.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATORS OF PROGRESS	3.10.2.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	3.10.5.5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF	3.10.6.6.	Acquire and use accurately grade-appropriate conversational, general academic, and

<b>PROGRESS / STRAND</b>		domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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**Minnesota Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATORS OF PROGRESS</b>	4.10.2.2. d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.
<b>INDICATORS OF PROGRESS</b>	4.10.5.5. c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.6.6.	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).

**Minnesota Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATORS OF PROGRESS</b>	5.10.2.2. e.	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS /</b>	5.10.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.

<b>STRAND</b>		
<b>INDICATORS OF PROGRESS</b>	5.10.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Minnesota Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.6.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATORS OF PROGRESS</b>	6.11.2.2.b.	Spell correctly.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.6.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	6.11.6.6.	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.

**Minnesota Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.7.9.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	7.9.4.4.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.7.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATORS OF PROGRESS</b>	7.11.2.2.b.	Spell correctly.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.7.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	7.11.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
<b>INDICATORS OF</b>	7.11.5.5.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to

PROGRESS	b.	better understand each of the words.
CONTENT STANDARD / DOMAIN	MN.7.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.6.6.	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.

**Minnesota Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.8.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	8.9.4.4.	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.
CONTENT STANDARD / DOMAIN	MN.8.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	8.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	8.11.2.2.c	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.8.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	8.11.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
INDICATORS OF PROGRESS	8.11.5.5. b.	Use the relationship between particular words to better understand each of the words.
CONTENT STANDARD / DOMAIN	MN.8.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	8.11.6.6.	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.

**Minnesota Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATORS OF PROGRESS</b>	9.11.2.2. c.	Spell correctly.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	9.11.6.6.	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.

**Minnesota Academic Standards**

**Language Arts**

Grade 10 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATORS OF PROGRESS</b>	9.11.2.2. c.	Spell correctly.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	9.11.6.6.	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.

**Minnesota Academic Standards**

**Language Arts**

Grade 11 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.11.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	11.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATORS OF PROGRESS</b>	11.11.2.2. b.	Spell correctly.
<b>CONTENT STANDARD /</b>	<b>MN.11.11.</b>	<b>Language Benchmarks 6-12</b>

<b>DOMAIN</b>		
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	11.11.6.6	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.

**Minnesota Academic Standards**

**Language Arts**

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

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.11.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	11.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATORS OF PROGRESS</b>	11.11.2.2. b.	Spell correctly.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.11.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	11.11.6.6	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.