

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

Word Find Puzzle

Summary: Students find the words hidden in puzzles emphasizing pattern recognition and retention.

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.5.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	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

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.3.10	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 /		Vocabulary Acquisition and Use

DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	3.10.6.6.	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).

Minnesota Academic Standards

Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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 6 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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

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.8.11.	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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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

CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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

CONTENT STANDARD / DOMAIN	MN.11.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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

CONTENT STANDARD / DOMAIN	MN.11.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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.

