

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

## Spelling Classroom

### Word Introduction

Summary: Words are pronounced and introduced in a contextual setting.

### Washington DC Academic Standards

#### Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	1.RF.3.g.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

EXPECTATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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).

## Washington DC Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.2.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION</b>	<b>2.L.5.a.</b>	<b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.2.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>2.L.6.</b>	<b>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).</b>

### Washington DC Academic Standards

#### Language Arts

Grade 3 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Phonics and Word Recognition</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION</b>	<b>3.RF.3.d.</b>	<b>Read grade-appropriate irregularly spelled words.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Fluency</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>EXPECTATION</b>	<b>3.RF.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>3.L.2.e.</b>	<b>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</b>
<b>EXPECTATION</b>	<b>3.L.2.f.</b>	<b>Use spelling patterns and generalizations (e.g., word families, position-based</b>

		spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.L.4.</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>3.L.4.a.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION</b>	<b>3.L.5.a.</b>	<b>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</b>
<b>EXPECTATION</b>	<b>3.L.5.b.</b>	<b>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.L.6.</b>	<b>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).</b>

## Washington DC Academic Standards

### Language Arts

Grade 4 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.4.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Fluency</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>4.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>EXPECTATION</b>	<b>4.RF.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.4.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>4.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	4.L.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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).

## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.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>EXPECTATION</b>	<b>5.L.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>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION</b>	<b>5.L.5.c.</b>	<b>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</b>

### Washington DC Academic Standards

#### Language Arts

Grade 6 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>6.L.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>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>6.L.2.b.</b>	<b>Spell correctly.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.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>

EXPECTATION	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.
EXPECTATION	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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

## Washington DC Academic Standards

### Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	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.
EXPECTATION	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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	7.L.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

## Washington DC Academic Standards

### Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	8.L.2.c.	Spell correctly.
CONTENT STANDARD /	DC.CC.8.L.	Language Standards

<b>STRAND / DISCIPLINE</b>		
<b>STANDARD / ESSENTIAL SKILL</b>		Vocabulary Acquisition and Use
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	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.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	DC.CC.8.L.	Language Standards
<b>STANDARD / ESSENTIAL SKILL</b>		Vocabulary Acquisition and Use
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION</b>	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	DC.CC.8.L.	Language Standards
<b>STANDARD / ESSENTIAL SKILL</b>		Vocabulary Acquisition and Use
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	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.

### Washington DC Academic Standards

#### Language Arts

Grade 9 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	DC.CC.9-10.L.	Language Standards
<b>STANDARD / ESSENTIAL SKILL</b>		Conventions of Standard English
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>EXPECTATION</b>	9-10.L.2.c.	Spell correctly.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	DC.CC.9-10.L.	Language Standards
<b>STANDARD / ESSENTIAL SKILL</b>		Vocabulary Acquisition and Use
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	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.
<b>EXPECTATION</b>	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.

EXPECTATION	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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9-10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

### Washington DC Academic Standards

#### Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9-10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9-10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	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.
EXPECTATION	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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9-10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

### Washington DC Academic Standards

#### Language Arts

Grade 11 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11-12.L.	Language Standards
STANDARD /		Conventions of Standard English

<b>ESSENTIAL SKILL</b>		
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>11-12.L.1.a.</b>	<b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>11-12.L.2.b.</b>	<b>Spell correctly.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.L.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>EXPECTATION</b>	<b>11-12.L.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>EXPECTATION</b>	<b>11-12.L.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>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.L.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>

## Washington DC Academic Standards

### Language Arts

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

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>11-12.L.1.a.</b>	<b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b>
<b>CONTENT STANDARD /</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>

<b>STRAND / DISCIPLINE</b>		
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>11-12.L.2.b.</b>	<b>Spell correctly.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.L.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>EXPECTATION</b>	<b>11-12.L.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>EXPECTATION</b>	<b>11-12.L.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>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.L.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>