

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

## Spelling Classroom

### Word Jumble

Summary: Move letters with cursor to form correctly spelled word.

#### Alaska Content and Performance Standards

#### Language Arts

Grade 1 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		Phonics and Word Recognition
<b>GOAL</b>	<b>RF.1.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>INDICATOR</b>	<b>RF.1.3.g.</b>	Recognize and read grade-appropriate irregularly spelled words.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		Fluency
<b>GOAL</b>	<b>RF.1.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	<b>RF.1.4.c.</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		Conventions of Standard English
<b>GOAL</b>	<b>L.1.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	<b>L.1.2.d.</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>INDICATOR</b>	<b>L.1.2.e.</b>	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		Vocabulary Acquisition and Use
<b>GOAL</b>	<b>L.1.4.</b>	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.
<b>INDICATOR</b>	<b>L.1.4.a.</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		Vocabulary Acquisition and Use
<b>GOAL</b>	<b>L.1.5.</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<b>INDICATOR</b>	<b>L.1.5.c.</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.1.6.</b>	<b>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).</b>

**Alaska Content and Performance Standards**

**Language Arts**

Grade 2 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.2.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Fluency</b>
<b>GOAL</b>	<b>RF.2.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>INDICATOR</b>	<b>RF.2.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.2.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.2.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>	<b>L.2.2.d.</b>	<b>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</b>

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.2.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.2.4.</b>	<b>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.</b>
<b>INDICATOR</b>	<b>L.2.4.a.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.2.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.2.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>INDICATOR</b>	<b>L.2.5.a.</b>	<b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b>

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.2.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.2.6.</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>

**Alaska Content and Performance Standards**

**Language Arts**

Grade 3 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.3.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>GOAL</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>INDICATOR</b>	<b>RF.3.3.d.</b>	<b>Read grade-appropriate irregularly spelled words.</b>
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.3.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Fluency</b>
<b>GOAL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>INDICATOR</b>	<b>RF.3.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.3.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>	<b>L.3.2.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>INDICATOR</b>	<b>L.3.2.f.</b>	<b>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</b>
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.3.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.3.4.</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>INDICATOR</b>	<b>L.3.4.a.</b>	<b>Use a sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.3.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>INDICATOR</b>	<b>L.3.5.a.</b>	<b>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</b>
<b>INDICATOR</b>	<b>L.3.5.b.</b>	<b>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b>

**Alaska Content and Performance Standards**

**Language Arts**

Grade 4 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.4.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Fluency</b>
<b>GOAL</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>INDICATOR</b>	<b>RF.4.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.4.</b>	<b>Language Standards</b>

<b>STANDARD</b>		
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>PERFORMANCE / CONTENT STANDARD</b>	AK.L.4.	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	L.4.4.	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.
<b>INDICATOR</b>	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>PERFORMANCE / CONTENT STANDARD</b>	AK.L.4.	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	L.4.6.	Acquire and accurately use 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).

## Alaska Content and Performance Standards

### Language Arts

Grade 5 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	AK.RF.5.	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Fluency</b>
<b>GOAL</b>	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>PERFORMANCE / CONTENT STANDARD</b>	AK.L.5.	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
<b>PERFORMANCE / CONTENT STANDARD</b>	AK.L.5.	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	L.5.4.	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.
<b>INDICATOR</b>	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**Alaska Content and Performance Standards**

**Language Arts**

Grade 6 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>	<b>L.6.2.b.</b>	<b>Spell correctly.</b>
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</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>
<b>INDICATOR</b>	<b>L.6.4.a.</b>	<b>Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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>
<b>INDICATOR</b>	<b>L.6.4.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>

**Alaska Content and Performance Standards**

**Language Arts**

Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GOAL</b>	<b>SL.7.4.</b>	<b>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>
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>	<b>L.7.2.b.</b>	<b>Spell correctly.</b>
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>INDICATOR</b>	<b>L.7.3.a.</b>	<b>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</b>
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	L.7.4.	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.
<b>INDICATOR</b>	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), 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>INDICATOR</b>	L.7.4.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).

**Alaska Content and Performance Standards**

**Language Arts**

Grade 8 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
<b>GOAL</b>	RL.8.4.	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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GOAL</b>	SL.8.4.	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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	L.8.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	L.8.4.	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>INDICATOR</b>	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
<b>INDICATOR</b>	L.8.4.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).

**Alaska Content and Performance Standards**

**Language Arts**

Grade 9 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	AK.L.9-10.	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	L.9-10.4.	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>INDICATOR</b>	L.9-10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
<b>INDICATOR</b>	L.9-10.4.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>PERFORMANCE / CONTENT STANDARD</b>	AK.L.9-10.	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	L.9-10.6.	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.

## Alaska Content and Performance Standards

### Language Arts

Grade 10 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	AK.L.9-10.	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	AK.L.9-10.	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	L.9-10.4.	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>INDICATOR</b>	L.9-10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
<b>INDICATOR</b>	L.9-10.4.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>PERFORMANCE</b>	AK.L.9-	<b>Language Standards</b>

<b>/CONTENT STANDARD</b>	<b>10.</b>	
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.6.</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>

**Alaska Content and Performance Standards**

**Language Arts**

Grade 11 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.11-12.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.11-12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>	<b>L.11-12.2.b.</b>	<b>Spell correctly.</b>

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.11-12.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.11-12.4.</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>INDICATOR</b>	<b>L.11-12.4.a.</b>	<b>Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.</b>
<b>INDICATOR</b>	<b>L.11-12.4.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>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.11-12.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.11-12.6.</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>

**Alaska Content and Performance Standards**

**Language Arts**

Grade 12 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.11-12.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.11-12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>	<b>L.11-12.2.b.</b>	<b>Spell correctly.</b>



<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.11-12.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.11-12.4.</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>INDICATOR</b>	<b>L.11-12.4.a.</b>	<b>Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.</b>
<b>INDICATOR</b>	<b>L.11-12.4.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>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.11-12.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.11-12.6.</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>