

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

## Spelling Classroom

### Word Ladder

Summary: Sequence of words built upon the previous and advance down the ladder with each correct answer.

#### Michigan Academic Standards

##### Language Arts

Grade 1 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION</b>	<b>RF.1.3(g)</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.1.2(d)</b>	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>
<b>EXPECTATION</b>	<b>L.1.2(e)</b>	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION</b>	<b>L.1.5(c)</b>	<b>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

#### Michigan Academic Standards

##### Language Arts

Grade 2 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.2.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION</b>	<b>RF.2.3(f)</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.2.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
STRAND / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.6.	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).

### Michigan Academic Standards

#### Language Arts

Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RF .3.	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.3.3(d)	Read grade-appropriate irregularly spelled words.
STRAND / STANDARD CATEGORY	MI.CC.L. 3.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / STANDARD CATEGORY	MI.CC.L. 3.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5(b)	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / STANDARD CATEGORY	MI.CC.L. 3.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	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).

### Michigan Academic Standards

#### Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.L. 4.	Language Standards
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.4.2(d)</b>	<b>Spell grade-appropriate words correctly, consulting references as needed.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.6.</b>	<b>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).</b>

**Michigan Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2010**

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.5.2(e)</b>	<b>Spell grade-appropriate words correctly, consulting references as needed.</b>

**Michigan Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.6.2(b)</b>	<b>Spell correctly.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.6.</b>	<b>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.</b>

**Michigan Academic Standards**

**Language Arts**

**Grade 7 - Adopted: 2010**

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .7.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</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>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.7.2(b)</b>	<b>Spell correctly.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 7.</b>	<b>Language Standards</b>

<b>STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
<b>EXPECTATION</b>	<b>L.7.3(a)</b>	<b>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.6.</b>	<b>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.</b>

**Michigan Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .8.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.4.</b>	<b>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>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.8.2(c)</b>	<b>Spell correctly.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.6.</b>	<b>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.</b>

**Michigan Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 9-10.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.9-10.2(c)</b>	<b>Spell correctly.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 9-10.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

**Michigan Academic Standards**

**Language Arts**

Grade 10 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 9-10.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.9-10.2(c)</b>	<b>Spell correctly.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 9-10.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

### Michigan Academic Standards

#### Language Arts

Grade 11 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 11-12.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.11-12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.11-12.2(b)</b>	<b>Spell correctly.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 11-12.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

### Michigan Academic Standards

#### Language Arts

Grade 12 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 11-12.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.11-12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.11-12.2(b)</b>	<b>Spell correctly.</b>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L. 11-12.</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>