

Main Criteria: Spelling Classroom
Secondary Criteria: New Jersey Student Learning Standards
Subject: Language Arts
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Spelling Classroom

Hang A Bot

Summary: Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.

New Jersey Student Learning Standards

Language Arts

Grade 1 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.L.1.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.1.2.D.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CUMULATIVE PROGRESS INDICATOR	L.1.2.E.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT AREA / STANDARD	NJ.L.1.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.1.5.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	L.1.5.C.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT AREA / STANDARD	NJ.L.1.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.1.6.	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).

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.L.2.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.2.2.D.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
CONTENT AREA / STANDARD	NJ.L.2.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.2.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	L.2.5.A.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CONTENT AREA / STANDARD	NJ.L.2.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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).

**New Jersey Student Learning Standards
Language Arts**

Grade 3 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
CUMULATIVE PROGRESS INDICATOR	RF.3.3.D.	Read grade-appropriate irregularly spelled words.
CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	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).
CUMULATIVE PROGRESS INDICATOR	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.
CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	L.3.5.B.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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).

**New Jersey Student Learning Standards
Language Arts**

Grade 4 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.4.6.	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).

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.

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Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.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.

New Jersey Student Learning Standards

Language Arts

Grade 7 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.7.4.	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 AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	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.

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Grade 8 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.SL.8.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.L.8.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.8.2.C.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.8.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.8.6.	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.

New Jersey Student Learning Standards

Language Arts

Grade 9 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.L.9-10.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9-10.2.C.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.9-10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

New Jersey Student Learning Standards

Language Arts

Grade 10 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.L.9-10.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9-10.2.C.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.9-10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

New Jersey Student Learning Standards

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Grade 11 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.L.11-12.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.11-12.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.11-12.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.11-12.6.	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.

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Language Arts

Grade 12 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.L.11-12.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.11-12.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.11-12.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.11-12.6.	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.