

Main Criteria: Spelling Classroom
Secondary Criteria: Arkansas Curriculum Frameworks
Subject: Language Arts
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Spelling Classroom

Scrambled Sentences

Summary: Drag and drop the words to form a correct sentence before the time runs out.

Arkansas Curriculum Frameworks
 Language Arts
 Grade 1 - Adopted: 2016

STRAND / TOPIC	AR.RI.1.	Grade 1 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / TOPIC	AR.L.1.	Grade 1 Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 1 when writing or speaking.
BENCHMARK / PROFICIENCY	L.1.1.C.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; today I walk home; tomorrow I will walk home.).
DESCRIPTOR	L.1.1.C.1.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop.).
STRAND / TOPIC	AR.L.1.	Grade 1 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.4.	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.
BENCHMARK / PROFICIENCY	L.1.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / TOPIC	AR.L.1.	Grade 1 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK / PROFICIENCY	L.1.5.C.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
STRAND / TOPIC	AR.L.1.	Grade 1 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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).

Arkansas Curriculum Frameworks
 Language Arts
 Grade 2 - Adopted: 2016

STRAND / TOPIC	AR.RI.2.	Grade 2 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
STRAND / TOPIC	AR.RF.2.	Grade 2 Reading Standards for Foundational Skills
CONTENT		Fluency

STANDARD		
PERFORMANCE EXPECTATION	RF.2.4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
BENCHMARK / PROFICIENCY	RF.2.4.C.	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC	AR.L.2.	Grade 2 Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 2 when writing or speaking.
BENCHMARK / PROFICIENCY	L.2.1.H.	Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; the little boy watched the movie in the afternoon; in the afternoon, the little boy watched the movie.).
STRAND / TOPIC	AR.L.2.	Grade 2 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.2.4.	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.
BENCHMARK / PROFICIENCY	L.2.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / TOPIC	AR.L.2.	Grade 2 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK / PROFICIENCY	L.2.5.C.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
STRAND / TOPIC	AR.L.2.	Grade 2 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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.).

Arkansas Curriculum Frameworks

Language Arts

Grade 3 - Adopted: 2016

STRAND / TOPIC	AR.RI.3.	Grade 3 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
STRAND / TOPIC	AR.RF.3.	Grade 3 Reading Standards for Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE EXPECTATION	RF.3.4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
BENCHMARK / PROFICIENCY	RF.3.4.C.	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC	AR.L.3.	Grade 3 Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 3 when writing or speaking.
BENCHMARK / PROFICIENCY	L.3.1.H.	Demonstrate command of simple sentences and produce compound sentences.
STRAND / TOPIC	AR.L.3.	Grade 3 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and

EXPECTATION		phrases based on Grade 3 reading and content, choosing flexibly from a range of effective strategies.
BENCHMARK / PROFICIENCY	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / TOPIC	AR.L.3.	Grade 3 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings, as appropriate for the grade level.
BENCHMARK / PROFICIENCY	L.3.5.A.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
BENCHMARK / PROFICIENCY	L.3.5.B.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / TOPIC	AR.L.3.	Grade 3 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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).

Arkansas Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2016

STRAND / TOPIC	AR.RI.4.	Grade 4 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.
STRAND / TOPIC	AR.RF.4.	Grade 4 Reading Standards for Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE EXPECTATION	RF.4.4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
BENCHMARK / PROFICIENCY	RF.4.4.C.	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC	AR.L.4.	Grade 4 Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 4 when writing or speaking.
BENCHMARK / PROFICIENCY	L.4.1.H.	Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / TOPIC	AR.L.4.	Grade 4 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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 effective strategies.
BENCHMARK / PROFICIENCY	L.4.4.A.	Use context (e.g., definitions, examples, restatements in text) as clues to the meaning of a word or phrase.
BENCHMARK / PROFICIENCY	L.4.4.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).
STRAND / TOPIC	AR.L.4.	Grade 4 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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, endangered).

Arkansas Curriculum Frameworks

Language Arts

Grade 5 - Adopted: 2016

STRAND / TOPIC	AR.RI.5.	Grade 5 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.5.4.	Determine the meaning of general academic words and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.
STRAND / TOPIC	AR.RF.5.	Grade 5 Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE EXPECTATION	RF.5.4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
BENCHMARK / PROFICIENCY	RF.5.4.C.	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC	AR.L.5.	Grade 5 Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 5.
BENCHMARK / PROFICIENCY	L.5.1.H.	Produce complex sentences using dependent clauses and subordinating conjunctions.
STRAND / TOPIC	AR.L.5.	Grade 5 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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 effective strategies.
BENCHMARK / PROFICIENCY	L.5.4.A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / TOPIC	AR.L.5.	Grade 5 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including transition words that signal contrast, addition, and other logical relationships.

Arkansas Curriculum Frameworks

Language Arts

Grade 6 - Adopted: 2016

STRAND / TOPIC	AR.RI.6.	Grade 6 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / TOPIC	AR.L.6.	Grade 6 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	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 effective strategies.
BENCHMARK / PROFICIENCY	L.6.4.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.
BENCHMARK / PROFICIENCY	L.6.4.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).
STRAND / TOPIC	AR.L.6.	Grade 6 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

Arkansas Curriculum Frameworks

Language Arts
Grade 7 - Adopted: 2016

STRAND / TOPIC	AR.RI.7.	Grade 7 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / TOPIC	AR.SL.7.	Grade 7 Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / TOPIC	AR.L.7.	Grade 7 Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 7.
BENCHMARK / PROFICIENCY	L.7.1.B.	Demonstrate command of simple, compound, complex, and compound-complex sentences to convey ideas and meaning.
STRAND / TOPIC	AR.L.7.	Grade 7 Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions for Grade 7 when writing, speaking, reading, or listening.
BENCHMARK / PROFICIENCY	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / TOPIC	AR.L.7.	Grade 7 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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 effective strategies.
BENCHMARK / PROFICIENCY	L.7.4.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.
BENCHMARK / PROFICIENCY	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).
STRAND / TOPIC	AR.L.7.	Grade 7 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

Arkansas Curriculum Frameworks
Language Arts

Grade 8 - Adopted: 2016

STRAND / TOPIC	AR.RI.8.	Grade 8 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts when applicable.
STRAND / TOPIC	AR.SL.8.	Grade 8 Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing the most important 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.
STRAND / TOPIC	AR.L.8.	Grade 8 Language Standards

CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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 effective strategies.
BENCHMARK / PROFICIENCY	L.8.4.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.
BENCHMARK / PROFICIENCY	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).
STRAND / TOPIC	AR.L.8.	Grade 8 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

Arkansas Curriculum Frameworks

Language Arts

Grade 9 - Adopted: 2016

STRAND / TOPIC	AR.RI.9-10.	Grades 9-10 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC	AR.L.9-10.	Grades 9-10 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
BENCHMARK / PROFICIENCY	L.9-10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK / PROFICIENCY	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).
STRAND / TOPIC	AR.L.9-10.	Grades 9-10 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC	AR.CRI.	Critical Reading I
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRI.	Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRI.1.	Infer the meaning of a word through context clues
BENCHMARK / PROFICIENCY	VD.4.CRI.3.	Develop vocabulary (e.g., academic, specialized and/or technical, high utility) through reading a variety of texts and extended classroom discussions
BENCHMARK / PROFICIENCY	VD.4.CRI.7.	Develop word consciousness to gain a deep appreciation of words and value them
STRAND / TOPIC	AR.CRII.	Critical Reading II
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRII	Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK /	VD.4.CRI	Infer the meaning of a word through contextual evidence

PROFICIENCY	I.1.	
BENCHMARK / PROFICIENCY	VD.4.CRI I.3.	Develop vocabulary (e.g., academic, specialized and/or technical, high utility) through reading a variety of texts, extended classroom discussions, and inquiry
BENCHMARK / PROFICIENCY	VD.4.CRI I.7.	Develop word consciousness to gain an awareness of words and the significance they have in both text and real world application
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	ICS.	Intermediate Communication Skills
PERFORMANCE EXPECTATION	ICS.4.FII.	Students will demonstrate communication skills at an intermediate level.
BENCHMARK / PROFICIENCY	ICS.4.FII. 7.	Demonstrate appropriate articulation:
DESCRIPTOR	ICS.4.FII. 7.3.	pronunciation
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIII.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIII. 7.	Implement correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity)
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PCS.	Proficient Communication Skills
PERFORMANCE EXPECTATION	PCS.4.FII I.	Students will demonstrate communication skills at a proficient level.
BENCHMARK / PROFICIENCY	PCS.4.FII I.6.	Demonstrate appropriate articulation:
DESCRIPTOR	PCS.4.FII I.6.3.	pronunciation
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIV.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIV.7 .	Master correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity)
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	MCS.	Mastery Communication Skills
PERFORMANCE EXPECTATION	MCS.4.FI V.	Students will demonstrate communication skills at a mastery level
BENCHMARK / PROFICIENCY	MCS.4.FI V.6.	Demonstrate appropriate articulation:
DESCRIPTOR	MCS.4.FI V.6.3	pronunciation

Arkansas Curriculum Frameworks

Language Arts

Grade 10 - Adopted: 2016

STRAND / TOPIC	AR.RI.9-10.	Grades 9-10 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC	AR.L.9-10.	Grades 9-10 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use

PERFORMANCE EXPECTATION	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.
BENCHMARK / PROFICIENCY	L.9-10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK / PROFICIENCY	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).
STRAND / TOPIC	AR.L.9-10.	Grades 9-10 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC	AR.CRI.	Critical Reading I
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRI.	Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRI.1.	Infer the meaning of a word through context clues
BENCHMARK / PROFICIENCY	VD.4.CRI.3.	Develop vocabulary (e.g., academic, specialized and/or technical, high utility) through reading a variety of texts and extended classroom discussions
BENCHMARK / PROFICIENCY	VD.4.CRI.7.	Develop word consciousness to gain a deep appreciation of words and value them
STRAND / TOPIC	AR.CRII.	Critical Reading II
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRI I	Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRI I.1.	Infer the meaning of a word through contextual evidence
BENCHMARK / PROFICIENCY	VD.4.CRI I.3.	Develop vocabulary (e.g., academic, specialized and/or technical, high utility) through reading a variety of texts, extended classroom discussions, and inquiry
BENCHMARK / PROFICIENCY	VD.4.CRI I.7.	Develop word consciousness to gain an awareness of words and the significance they have in both text and real world application
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	ICS.	Intermediate Communication Skills
PERFORMANCE EXPECTATION	ICS.4.FII.	Students will demonstrate communication skills at an intermediate level.
BENCHMARK / PROFICIENCY	ICS.4.FII.7.	Demonstrate appropriate articulation:
DESCRIPTOR	ICS.4.FII.7.3.	pronunciation
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIII.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIII.7.	Implement correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity)
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PCS.	Proficient Communication Skills
PERFORMANCE EXPECTATION	PCS.4.FII I.	Students will demonstrate communication skills at a proficient level.
BENCHMARK / PROFICIENCY	PCS.4.FII I.6.	Demonstrate appropriate articulation:
DESCRIPTOR	PCS.4.FII I.6.3.	pronunciation

STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIV.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIV.7	Master correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity)
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	MCS.	Mastery Communication Skills
PERFORMANCE EXPECTATION	MCS.4.FI V.	Students will demonstrate communication skills at a mastery level
BENCHMARK / PROFICIENCY	MCS.4.FI V.6.	Demonstrate appropriate articulation:
DESCRIPTOR	MCS.4.FI V.6.3	pronunciation

Arkansas Curriculum Frameworks

Language Arts

Grade 11 - Adopted: 2016

STRAND / TOPIC	AR.RI.11-12.	Grades 11-12 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STRAND / TOPIC	AR.L.11-12.	Grades 11-12 Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE EXPECTATION	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12.
BENCHMARK / PROFICIENCY	L.11-12.1.A.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
STRAND / TOPIC	AR.L.11-12.	Grades 11-12 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.11-12.4.	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.
BENCHMARK / PROFICIENCY	L.11-12.4.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.
BENCHMARK / PROFICIENCY	L.11-12.4.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).
STRAND / TOPIC	AR.L.11-12.	Grades 11-12 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.11-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC	AR.CRI.	Critical Reading I
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRI	Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRI .1.	Infer the meaning of a word through context clues
BENCHMARK /	VD.4.CRI	Develop vocabulary (e.g., academic, specialized and/or technical, high utility)

PROFICIENCY	.3.	through reading a variety of texts and extended classroom discussions
BENCHMARK / PROFICIENCY	VD.4.CRI.7.	Develop word consciousness to gain a deep appreciation of words and value them
STRAND / TOPIC	AR.CR.II.	Critical Reading II
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRI.1	Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRI.1.1.	Infer the meaning of a word through contextual evidence
BENCHMARK / PROFICIENCY	VD.4.CRI.1.3.	Develop vocabulary (e.g., academic, specialized and/or technical, high utility) through reading a variety of texts, extended classroom discussions, and inquiry
BENCHMARK / PROFICIENCY	VD.4.CRI.1.7.	Develop word consciousness to gain an awareness of words and the significance they have in both text and real world application
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	ICS.	Intermediate Communication Skills
PERFORMANCE EXPECTATION	ICS.4.FII.	Students will demonstrate communication skills at an intermediate level.
BENCHMARK / PROFICIENCY	ICS.4.FII.7.	Demonstrate appropriate articulation:
DESCRIPTOR	ICS.4.FII.7.3.	pronunciation
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIII.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIII.7.	Implement correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity)
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PCS.	Proficient Communication Skills
PERFORMANCE EXPECTATION	PCS.4.FII.1.	Students will demonstrate communication skills at a proficient level.
BENCHMARK / PROFICIENCY	PCS.4.FII.1.6.	Demonstrate appropriate articulation:
DESCRIPTOR	PCS.4.FII.1.6.3.	pronunciation
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIV.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIV.7.	Master correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity)
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	MCS.	Mastery Communication Skills
PERFORMANCE EXPECTATION	MCS.4.FIV.	Students will demonstrate communication skills at a mastery level
BENCHMARK / PROFICIENCY	MCS.4.FIV.6.	Demonstrate appropriate articulation:
DESCRIPTOR	MCS.4.FIV.6.3.	pronunciation
STRAND / TOPIC	AR.TL.	Transitional Literacy
CONTENT STANDARD	L.	Language
PERFORMANCE EXPECTATION	L.5.TL.	Students will increase knowledge and application of vocabulary and language structures used in English language arts, history/social studies, science, and technical subjects.
BENCHMARK /	L.5.TL.1.	Use a variety of strategies and resources (e.g., contextual analysis, etymology,

PROFICIENCY		function, inflected forms, morphology, semantics, dictionaries, vocabulary notebooks) independently to examine various aspects of unfamiliar words to aid comprehension and acquisition of new vocabulary in context
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Arkansas Curriculum Frameworks

Language Arts

Grade 12 - Adopted: 2016

STRAND / TOPIC	AR.RI.11-12.	Grades 11-12 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STRAND / TOPIC	AR.L.11-12.	Grades 11-12 Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE EXPECTATION	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12.
BENCHMARK / PROFICIENCY	L.11-12.1.A.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
STRAND / TOPIC	AR.L.11-12.	Grades 11-12 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.11-12.4.	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.
BENCHMARK / PROFICIENCY	L.11-12.4.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.
BENCHMARK / PROFICIENCY	L.11-12.4.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).
STRAND / TOPIC	AR.L.11-12.	Grades 11-12 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.11-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC	AR.CRI.	Critical Reading I
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRI.1.	Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRI.1.	Infer the meaning of a word through context clues
BENCHMARK / PROFICIENCY	VD.4.CRI.3.	Develop vocabulary (e.g., academic, specialized and/or technical, high utility) through reading a variety of texts and extended classroom discussions
BENCHMARK / PROFICIENCY	VD.4.CRI.7.	Develop word consciousness to gain a deep appreciation of words and value them
STRAND / TOPIC	AR.CRII.	Critical Reading II
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRII.1.	Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRII.1.	Infer the meaning of a word through contextual evidence
BENCHMARK / PROFICIENCY	VD.4.CRII.3.	Develop vocabulary (e.g., academic, specialized and/or technical, high utility) through reading a variety of texts, extended classroom discussions, and inquiry
BENCHMARK / PROFICIENCY	VD.4.CRII.7.	Develop word consciousness to gain an awareness of words and the significance

PROFICIENCY	I.7.	they have in both text and real world application
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	ICS.	Intermediate Communication Skills
PERFORMANCE EXPECTATION	ICS.4.FII.	Students will demonstrate communication skills at an intermediate level.
BENCHMARK / PROFICIENCY	ICS.4.FII.7.	Demonstrate appropriate articulation:
DESCRIPTOR	ICS.4.FII.7.3.	pronunciation
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIII.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIII.7.	Implement correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity)
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PCS.	Proficient Communication Skills
PERFORMANCE EXPECTATION	PCS.4.FII I.	Students will demonstrate communication skills at a proficient level.
BENCHMARK / PROFICIENCY	PCS.4.FII I.6.	Demonstrate appropriate articulation:
DESCRIPTOR	PCS.4.FII I.6.3.	pronunciation
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIV.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIV.7.	Master correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity)
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	MCS.	Mastery Communication Skills
PERFORMANCE EXPECTATION	MCS.4.FI V.	Students will demonstrate communication skills at a mastery level
BENCHMARK / PROFICIENCY	MCS.4.FI V.6.	Demonstrate appropriate articulation:
DESCRIPTOR	MCS.4.FI V.6.3	pronunciation
STRAND / TOPIC	AR.TL.	Transitional Literacy
CONTENT STANDARD	L.	Language
PERFORMANCE EXPECTATION	L.5.TL.	Students will increase knowledge and application of vocabulary and language structures used in English language arts, history/social studies, science, and technical subjects.
BENCHMARK / PROFICIENCY	L.5.TL.1.	Use a variety of strategies and resources (e.g., contextual analysis, etymology, function, inflected forms, morphology, semantics, dictionaries, vocabulary notebooks) independently to examine various aspects of unfamiliar words to aid comprehension and acquisition of new vocabulary in context