

Main Criteria: Spelling Classroom
Secondary Criteria: Indiana Academic Standards
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.

Indiana Academic Standards

Language Arts

Grade 1 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Foundations
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	1.RF.1	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	1.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	1.RV.2.1	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	1.RV.3.2	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.

Indiana Academic Standards

Language Arts

Grade 2 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome

STANDARD		
EXPECTATION / INDICATOR	2.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	2.RV.2.1	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	2.RV.3.2	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

Indiana Academic Standards

Language Arts

Grade 3 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RV.1	Build and use accurately conversational, general academic, and content-specific words and phrases.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	3.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	3.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and

subordinating conjunctions (e.g., and, for, but, or).

Indiana Academic Standards

Language Arts

Grade 4 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RV.1	Build and use accurately general academic and content-specific words and phrases.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	4.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	4.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

Indiana Academic Standards

Language Arts

Grade 5 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.RV.1	Build and use accurately general academic and content-specific words and phrases.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary

INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	5.RV.2.1	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	5.RV.3.2	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	5.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	5.W.6.1e	Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

Indiana Academic Standards

Language Arts

Grade 6 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	6.RV.1	Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	6.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	6.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling

EXPECTATION / INDICATOR	6.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	6.W.6.1e	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.

Indiana Academic Standards

Language Arts

Grade 7 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	7.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	7.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	7.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	7.W.6.1	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	7.W.6.1e	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND		SPEAKING AND LISTENING
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	7.SL.4.1	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.

Indiana Academic Standards

Language Arts

Grade 8 - Adopted: 2014/Updated 2017

STANDARD /		READING
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STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	8.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	8.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	8.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction 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.
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND		SPEAKING AND LISTENING
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	8.SL.4.1	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.

Indiana Academic Standards

Language Arts

Grade 9 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	9-10.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		READING

PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	9-10.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Indiana Academic Standards

Language Arts

Grade **10** - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	9-10.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary in Literature and Nonfiction Texts
EXPECTATION / INDICATOR	9-10.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Indiana Academic Standards

Language Arts

Grade **11** - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	11-12.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary

INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	11-12.RV.2.1	Use context to determine or clarify the meaning of words and phrases.

Indiana Academic Standards
Language Arts
 Grade **12** - Adopted: **2014/Updated 2017**

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	11-12.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	11-12.RV.2.1	Use context to determine or clarify the meaning of words and phrases.