Spelling Classroom

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

Maine Learning Results

Language Arts

Grade **1** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RI.1.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	ME.CC.RF.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.L.1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
STRAND / DOMAIN	ME.CC.L.1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	ME.CC.L.1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
STRAND / DOMAIN	ME.CC.L.1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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., I named my hamster Nibblet because she nibbles too much because she likes that).

Maine Learning Results

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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 / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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).

Maine Learning Results

Language Arts

Grade **3** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RI.3.	Reading Standards for Informational Text
CATEGORY /		Craft and Structure

PERFORMANCE INDICATOR		
STANDARD	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 / DOMAIN	ME.CC.RF.3.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.L.3.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.3.4.	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.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	ME.CC.L.3.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
EXPECTATION	L.3.5(b)	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / DOMAIN	ME.CC.L.3.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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).

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RI.4.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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 / DOMAIN	ME.CC.RF.4.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.L.4.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage

		when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN	ME.CC.L.4.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	ME.CC.L.4.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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).

Maine Learning Results

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RI.5.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	ME.CC.RF.5.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.L.5.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	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 / DOMAIN	ME.CC.L.5.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Maine Learning Results

Language Arts

Grade **6** - Adopted: **2010**

STRAND /	ME.CC.RI	Reading Standards for Informational Text

DOMAIN	.6.	
CATEGORY / PERFORMANCE INDICATOR		**Craft and Structure**
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / DOMAIN	ME.CC.L.6.	**Language Standards**
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / DOMAIN	ME.CC.L.6.	**Language Standards**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	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 strategies.
EXPECTATION	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.
EXPECTATION	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 / DOMAIN	ME.CC.L.6.	**Language Standards**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	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.

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Language Arts

Grade **7** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RI.7.	**Reading Standards for Informational Text**
CATEGORY / PERFORMANCE INDICATOR		**Craft and Structure**
STANDARD	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 / DOMAIN	ME.CC.SL.7.	**Speaking and Listening Standards**
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	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.
STRAND / DOMAIN	ME.CC.L.7.	**Language Standards**
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN	ME.CC.L. 7.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	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.
EXPECTATION	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 / DOMAIN	ME.CC.L. 7.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.

Maine Learning Results

Language Arts

Grade **8** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RI.8.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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.
STRAND / DOMAIN	ME.CC.SL.8.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	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.
STRAND / DOMAIN	ME.CC.L. 8.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	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.
EXPECTATION	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 / DOMAIN	ME.CC.L. 8.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.

Maine Learning Results

Language Arts

Grade **9** - Adopted: **2010**

STRAND /	ME.CC.RI	Reading Standards for Informational Text

DOMAIN	**.9-10.**	
CATEGORY / PERFORMANCE INDICATOR		**Craft and Structure**
STANDARD	**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 / DOMAIN	**ME.CC.L. 9-10.**	**Language Standards**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**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.
EXPECTATION	**L.9-10.4(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.
EXPECTATION	**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 / DOMAIN	**ME.CC.L. 9-10.**	**Language Standards**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**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.

Maine Learning Results

Language Arts

Grade **10** - Adopted: **2010**

STRAND / DOMAIN	**ME.CC.RI .9-10.**	**Reading Standards for Informational Text**
CATEGORY / PERFORMANCE INDICATOR		**Craft and Structure**
STANDARD	**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 / DOMAIN	**ME.CC.L. 9-10.**	**Language Standards**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**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.
EXPECTATION	**L.9-10.4(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.
EXPECTATION	**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 / DOMAIN	**ME.CC.L. 9-10.**	**Language Standards**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**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.

Maine Learning Results

Language Arts

Grade 11 - Adopted: 2010

STRAND / DOMAIN	ME.CC.RI .11-12.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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 (e.g., how Madison defines faction in Federalist No. 10).
STRAND / DOMAIN	ME.CC.L. 11-12.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.11-12.1(a)	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
STRAND / DOMAIN	ME.CC.L. 11-12.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	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.
EXPECTATION	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 / DOMAIN	ME.CC.L. 11-12.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.

Maine Learning Results

Language Arts

Grade 12 - Adopted: 2010

STRAND / DOMAIN	ME.CC.RI .11-12.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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 (e.g., how Madison defines faction in Federalist No. 10).
STRAND / DOMAIN	ME.CC.L. 11-12.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.11-12.1(a)	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

STRAND / DOMAIN	ME.CC.L. 11-12.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	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.
EXPECTATION	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 / DOMAIN	ME.CC.L. 11-12.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.