

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

Scrambled Sentences

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

New Jersey Student Learning Standards

Language Arts

Grade 1 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RI.1.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CONTENT AREA / STANDARD	NJ.RF.1.	Progress Indicators for Reading Foundation Skills
STRAND		Fluency
CONTENT STATEMENT	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.1.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.L.1.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.1.1.C.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CONTENT AREA / STANDARD	NJ.L.1.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.1.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
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.RI.2.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CONTENT AREA / STANDARD	NJ.RF.2.	Progress Indicators for Reading Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.2.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.L.2.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	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).
CONTENT AREA / STANDARD	NJ.L.2.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.2.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
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.RI.3.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RF.3.	Progress Indicators for Reading Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.3.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
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.A.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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.RI.4.	Progress Indicators for Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RF.4.	Progress Indicators for Reading Foundation Skills
STRAND		Fluency
CONTENT STATEMENT	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	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.
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).
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Language Arts

Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RI.5.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RF.5.	Progress Indicators for Reading Foundation Skills
STRAND		Fluency
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	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.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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).

New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	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.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	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.

CUMULATIVE PROGRESS INDICATOR	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).
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.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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.
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		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.7.4.	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.
CUMULATIVE PROGRESS INDICATOR	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.
CUMULATIVE PROGRESS INDICATOR	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).
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.

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RI.8.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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.
CONTENT AREA	NJ.SL.8.	Progress Indicators for Speaking and Listening

/ STANDARD		
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		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	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).
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.RI.9-10.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.L.9-10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	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.
CUMULATIVE PROGRESS INDICATOR	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).
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.RI.9-10.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.L.9-10.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	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.
CUMULATIVE PROGRESS INDICATOR	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).
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.

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Language Arts

Grade 11 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RI.11-12.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.L.11-12.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.11-12.1.A.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
CONTENT AREA / STANDARD	NJ.L.11-12.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	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.
CUMULATIVE PROGRESS INDICATOR	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).
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.

New Jersey Student Learning Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RI.11-12.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure

CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.L.11-12.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.11-12.1.A.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
CONTENT AREA / STANDARD	NJ.L.11-12.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	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.
CUMULATIVE PROGRESS INDICATOR	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).
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.