

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Minnesota Academic Standards  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Sentence Completion

Summary: Match words with their appropriate contextual sentence.

#### Minnesota Academic Standards

##### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATORS OF PROGRESS</b>	1.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	1.10.4.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.5.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
<b>INDICATORS OF PROGRESS</b>	1.10.5.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.6.6.	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).

#### Minnesota Academic Standards

##### Language Arts

## Grade 2 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATORS OF PROGRESS</b>	2.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	2.10.4.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
<b>INDICATORS OF PROGRESS</b>	2.10.5.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.6.6.	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).

## Minnesota Academic Standards

## Language Arts

## Grade 3 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATORS OF PROGRESS</b>	3.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.10</b>	<b>Language Benchmarks K-5</b>

<b>DOMAIN</b>		
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	3.10.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	3.10.4.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.10</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
<b>INDICATORS OF PROGRESS</b>	3.10.5.5. a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>INDICATORS OF PROGRESS</b>	3.10.5.5. b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.10</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	3.10.6.6.	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).

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Fluency
<b>INDICATORS OF PROGRESS / STRAND</b>	4.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATORS OF PROGRESS</b>	4.3.0.4. c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	4.10.4.4. a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE</b>		Vocabulary Acquisition and Use

<b>INDICATOR / DOMAIN COMPONENT</b>		
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.6.6.	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).

**Minnesota Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATORS OF PROGRESS</b>	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	5.10.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	5.10.4.4. a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**Minnesota Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.6.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	6.11.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	6.11.4.4. 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.
<b>INDICATORS OF PROGRESS</b>	6.11.4.4. 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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.6.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	6.11.6.6.	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.

**Minnesota Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.7.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Knowledge of Language</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
<b>INDICATORS OF PROGRESS</b>	7.11.3.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.7.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	7.11.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	7.11.4.4.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.
<b>INDICATORS OF PROGRESS</b>	7.11.4.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.7.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	7.11.6.6.	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.

Minnesota Academic Standards

Language Arts

Grade 8 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.8.4.</b>	<b>Reading Benchmarks: Literature 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	8.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.8.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	8.11.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	8.11.4.4.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.
<b>INDICATORS OF PROGRESS</b>	8.11.4.4.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).
<b>CONTENT</b>	<b>MN.8.11.</b>	<b>Language Benchmarks 6-12</b>

<b>STANDARD / DOMAIN</b>		
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	8.11.6.6.	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.

**Minnesota Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	9.11.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	9.11.4.4. 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.
<b>INDICATORS OF PROGRESS</b>	9.11.4.4. 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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	9.11.6.6.	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.

**Minnesota Academic Standards**

**Language Arts**

Grade 10 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	9.11.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	9.11.4.4. 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.
<b>INDICATORS OF PROGRESS</b>	9.11.4.4. 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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	9.11.6.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and

STRAND		career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Minnesota Academic Standards**

**Language Arts**

Grade 11 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.11.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	11.11.4.4	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.
<b>INDICATORS OF PROGRESS</b>	11.11.4.4 .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.
<b>INDICATORS OF PROGRESS</b>	11.11.4.4 .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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.11.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	11.11.6.6	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.

**Minnesota Academic Standards**

**Language Arts**

Grade 12 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.11.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	11.11.4.4	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.
<b>INDICATORS OF PROGRESS</b>	11.11.4.4 .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.
<b>INDICATORS OF PROGRESS</b>	11.11.4.4 .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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.11.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	11.11.6.6	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.

