

**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

### Sentence Completion

Summary: Match words with their appropriate contextual sentence.

#### New Jersey Student Learning Standards

##### Language Arts

Grade 1 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.RF.1.</b>	<b>Progress Indicators for Reading Foundation Skills</b>
<b>STRAND</b>		<b>Fluency</b>
<b>CONTENT STATEMENT</b>	<b>RF.1.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>RF.1.4.C.</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.1.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.1.4.</b>	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>CUMULATIVE PROGRESS INDICATOR</b>	<b>L.1.4.A.</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.1.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.1.5.</b>	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>L.1.5.C.</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.1.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.1.6.</b>	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

<b>CONTENT AREA / STANDARD</b>	<b>NJ.RF.2.</b>	<b>Progress Indicators for Reading Foundational Skills</b>
<b>STRAND</b>		<b>Fluency</b>
<b>CONTENT STATEMENT</b>	<b>RF.2.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>RF.2.4.C.</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.2.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT</b>	<b>L.2.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and

STATEMENT		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.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.RF.4.	Progress Indicators for Reading Foundation Skills
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<b>STRAND</b>		<b>Fluency</b>
<b>CONTENT STATEMENT</b>	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>CUMULATIVE PROGRESS INDICATOR</b>	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.4.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.4.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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).

### New Jersey Student Learning Standards

#### Language Arts

Grade 5 - Adopted: 2016

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

### New Jersey Student Learning Standards

#### Language Arts

Grade 6 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific

STATEMENT		words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New Jersey Student Learning Standards**

**Language Arts**

Grade 7 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.7.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.7.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.7.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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

<b>CONTENT AREA / STANDARD</b>	<b>NJ.RL.8.</b>	<b>Progress Indicators for Reading Literature</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>CONTENT STATEMENT</b>	RL.8.4.	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 AREA / STANDARD</b>	<b>NJ.L.8.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.8.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.9-10.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.9-10.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.9-10.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.9-10.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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 11 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.11-12.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.11-12.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>

<b>CONTENT STATEMENT</b>	<b>L.11-12.6.</b>	<b>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.</b>
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**New Jersey Student Learning Standards**

**Language Arts**

Grade 12 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.11-12.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	<b>L.11-12.4.</b>	<b>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>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>L.11-12.4.A.</b>	<b>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>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>L.11-12.4.D.</b>	<b>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>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.11-12.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	<b>L.11-12.6.</b>	<b>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.</b>