

**Main Criteria:** Spelling Classroom

**Secondary Criteria:** Washington State K–12 Learning Standards and Guidelines

**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.

#### Washington State K–12 Learning Standards and Guidelines

##### Language Arts

Grade 1 - Adopted: 2011

EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT 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., because).

#### Washington State K–12 Learning Standards and Guidelines

##### Language Arts

Grade 2 - Adopted: 2011

EALR	WA.RF.2.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<b>EXPECTATION</b>		
<b>EALR</b>	<b>WA.L.2.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.2.4.</b>	<b>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>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.2.4(a)</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>EALR</b>	<b>WA.L.2.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.2.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.2.5(a)</b>	<b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b>
<b>EALR</b>	<b>WA.L.2.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.2.6.</b>	<b>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).</b>

## Washington State K–12 Learning Standards and Guidelines

### Language Arts

Grade 3 - Adopted: 2011

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

<b>EALR</b>	<b>WA.L.3.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.3.6.</b>	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).

**Washington State K–12 Learning Standards and Guidelines**

**Language Arts**

Grade 4 - Adopted: 2011

<b>EALR</b>	<b>WA.RF.4.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.4.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.4.4(c)</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<b>EALR</b>	<b>WA.L.4.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.4.4.</b>	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>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.4.4(a)</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

<b>EALR</b>	<b>WA.L.4.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.4.6.</b>	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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Grade 5 - Adopted: 2011

<b>EALR</b>	<b>WA.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.5.4(c)</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<b>EALR</b>	<b>WA.L.5.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	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>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.5.4(a)</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**Language Arts**

Grade 6 - Adopted: 2011

<b>EALR</b>	<b>WA.L.6.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>CONTENT STANDARD / PERFORMANCE EXPECTATION</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>CONTENT STANDARD / PERFORMANCE EXPECTATION</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>EALR</b>	<b>WA.L.6.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	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: 2011

<b>EALR</b>	<b>WA.L.7.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>EALR</b>	<b>WA.L.7.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>CONTENT STANDARD / PERFORMANCE EXPECTATION</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>CONTENT STANDARD / PERFORMANCE EXPECTATION</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>EALR</b>	<b>WA.L.7.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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.

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Grade 8 - Adopted: 2011

<b>EALR</b>	<b>WA.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>

CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.L.8.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT 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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
EALR	WA.L.8.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT 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.

### Washington State K–12 Learning Standards and Guidelines

#### Language Arts

Grade 9 - Adopted: 2011

EALR	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT 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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
EALR	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT 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.

### Washington State K–12 Learning Standards and Guidelines

#### Language Arts

Grade 10 - Adopted: 2011

EALR	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT 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.
CONTENT STANDARD / PERFORMANCE	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		
CONTENT STANDARD / PERFORMANCE 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).
EALR	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT 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.

**Washington State K–12 Learning Standards and Guidelines**

**Language Arts**

Grade 11 - Adopted: 2011

EALR	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT 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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
EALR	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT 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.

**Washington State K–12 Learning Standards and Guidelines**

**Language Arts**

Grade 12 - Adopted: 2011

EALR	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT 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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
EALR	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT 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.
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