

**Main Criteria:** Tennessee Academic Standards

**Secondary Criteria:** Spelling Classroom

**Subject:** Language Arts

**Grade:** 3

**Correlation Options:** Show Correlated

**Tennessee Academic Standards**

**Language Arts**

Grade: 3 - Adopted: 2016

| STRAND / STANDARD / COURSE              | TN.FL.         | FOUNDATIONAL LITERACY STANDARDS   |
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| CONCEPTUAL STRAND / GUIDING QUESTION    | 3.FL.PWR       | Phonics and Word Recognition  |
| GUIDING QUESTION / LEARNING EXPECTATION | 3.FL.PWR .3.   | Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.   |
| LEARNING EXPECTATION                    | 3.FL.PWR .3.d. | <p>Read grade-appropriate irregularly spelled words.</p> <p><a href="#">Spelling Classroom</a><br/><a href="#">Create Handwriting Worksheets</a><br/>Create and print a PDF where students can practice handwriting each word on the list.<br/><a href="#">Crossword Puzzle</a><br/>Click on a box and enter the word that best completes the sentence and fits into the puzzle.<br/><a href="#">Flash Cards</a><br/>Words with definitions on the flip side.<br/><a href="#">Hang A Bot</a><br/>Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.<br/><a href="#">Hear It Say It Write It</a><br/>Word pronunciation with student modeling along with word writing in print or cursive.<br/><a href="#">Paragraph Writing</a><br/>Write a paragraph incorporating each word from the list.<br/><a href="#">Pen &amp; Paper Spelling Test</a><br/>Program verbally presents each word and asks the student to write the word on a sheet of paper.<br/><a href="#">Snowman Challenge</a><br/>Clues are provided and when words are spelled correctly, a snowman starts to take shape and build.<br/><a href="#">Spell &amp; Learn</a><br/>Words are pronounced and introduced in a contextual setting<br/><a href="#">Spelling Bee</a><br/>Hear the word used in a sentence and try to spell.<br/><a href="#">Spelling Contest</a><br/>Spell the words as quickly as possible promoting word awareness and visual memory.<br/><a href="#">Spelling Quiz</a><br/>Multiple choice environment with five different variations of each a word to select from.<br/><a href="#">Spelling Test</a><br/>Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.<br/><a href="#">Vocabulary Bee</a><br/>Select a word or phrase that best describes each list word.<br/><a href="#">Word Introduction</a><br/>Words are pronounced and introduced in a contextual setting.<br/><a href="#">Word Jumble</a><br/>Move letters with cursor to form correctly spelled word.<br/><a href="#">Word Ladder</a><br/>Sequence of words built upon the previous and advance down the ladder with each correct answer.<br/><a href="#">Word Search</a><br/>Students are presented a word bank and they must find each word hidden in the puzzle.<br/><a href="#">Writing Sentences</a></p> |

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|  |                      | Hear each word and then type in a sentence using the word in context.   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b>        | <b>FOUNDATIONAL LITERACY STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>3.FL.WC.</b>      | <b>Word Composition</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>3.FL.WC. 4.</b>   | Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.   |
| <b>LEARNING EXPECTATION</b>                    | <b>3.FL.WC. 4.a.</b> | Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.<br><br><a href="#">Spelling Classroom</a><br><a href="#">Word Find Puzzle</a><br>Students find the words hidden in puzzles emphasizing pattern recognition and retention.  |
| <b>LEARNING EXPECTATION</b>                    | <b>3.FL.WC. 4.b.</b> | Use conventional spelling for high frequency words, including irregular words.<br><br><a href="#">Spelling Classroom</a><br><a href="#">Create Handwriting Worksheets</a><br>Create and print a PDF where students can practice handwriting each word on the list.<br><a href="#">Crossword Puzzle</a><br>Click on a box and enter the word that best completes the sentence and fits into the puzzle.<br><a href="#">Flash Cards</a><br>Words with definitions on the flip side.<br><a href="#">Hang A Bot</a><br>Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.<br><a href="#">Hear It Say It Write It</a><br>Word pronunciation with student modeling along with word writing in print or cursive.<br><a href="#">Paragraph Writing</a><br>Write a paragraph incorporating each word from the list.<br><a href="#">Pen &amp; Paper Spelling Test</a><br>Program verbally presents each word and asks the student to write the word on a sheet of paper.<br><a href="#">Snowman Challenge</a><br>Clues are provided and when words are spelled correctly, a snowman starts to take shape and build.<br><a href="#">Spell &amp; Learn</a><br>Words are pronounced and introduced in a contextual setting<br><a href="#">Spelling Bee</a><br>Hear the word used in a sentence and try to spell.<br><a href="#">Spelling Contest</a><br>Spell the words as quickly as possible promoting word awareness and visual memory.<br><a href="#">Spelling Quiz</a><br>Multiple choice environment with five different variations of each a word to select from.<br><a href="#">Spelling Test</a><br>Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.<br><a href="#">Vocabulary Bee</a><br>Select a word or phrase that best describes each list word.<br><a href="#">Word Introduction</a><br>Words are pronounced and introduced in a contextual setting.<br><a href="#">Word Jumble</a><br>Move letters with cursor to form correctly spelled word.<br><a href="#">Word Ladder</a><br>Sequence of words built upon the previous and advance down the ladder with each correct answer.<br><a href="#">Word Search</a><br>Students are presented a word bank and they must find each word hidden in the puzzle.<br><a href="#">Writing Sentences</a><br>Hear each word and then type in a sentence using the word in context. |
| <b>LEARNING EXPECTATION</b>                    | <b>3.FL.WC. 4.d.</b> | Write legibly in manuscript; write all lower and uppercase cursive letters.<br><br><a href="#">Spelling Classroom</a><br><a href="#">Create Handwriting Worksheets</a>  |

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|  |                        | <p>Create and print a PDF where students can practice handwriting each word on the list.</p> <p><a href="#">Hear It Say It Write It</a></p> <p>Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><a href="#">Pen &amp; Paper Spelling Test</a></p> <p>Program verbally presents each word and asks the student to write the word on a sheet of paper.</p>   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b>          | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>3.FL.SC.</b>        | <b>Sentence Composition</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>3.FL.SC. 6.</b>     | Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  |
| <b>LEARNING EXPECTATION</b>                    | <b>3.FL.SC. 6.n.</b>   | <p>Write a cohesive paragraph with a main idea and detailed structure.</p> <p><a href="#">Spelling Classroom</a></p> <p><a href="#">Paragraph Writing</a></p> <p>Write a paragraph incorporating each word from the list.</p>  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b>          | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>3.FL.VA.</b>        | <b>Vocabulary Acquisition</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>FL.VA.7.</b>        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  |
| <b>LEARNING EXPECTATION</b>                    | <b>3.FL.VA.7 a.</b>    | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.   |
| <b>INDICATOR</b>                               | <b>3.FL.VA.7 a.i.</b>  | <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><a href="#">Spelling Classroom</a></p> <p><a href="#">Scrambled Sentences</a></p> <p>Drag and drop the words to form a correct sentence before the time runs out.</p> <p><a href="#">Sentence Completion</a></p> <p>Match words with their appropriate contextual sentence.</p> <p><a href="#">Word Introduction</a></p> <p>Words are pronounced and introduced in a contextual setting.</p> <p><a href="#">Word Jumble</a></p> <p>Move letters with cursor to form correctly spelled word.</p> |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b>          | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>3.FL.VA.</b>        | <b>Vocabulary Acquisition</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>FL.VA.7.</b>        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  |
| <b>LEARNING EXPECTATION</b>                    | <b>3.FL.VA.7 b.</b>    | Demonstrate understanding of word relationships and nuances in word meanings.  |
| <b>INDICATOR</b>                               | <b>3.FL.VA.7 b.i.</b>  | <p>Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p><a href="#">Spelling Classroom</a></p> <p><a href="#">Definition Matching</a></p> <p>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>  |
| <b>INDICATOR</b>                               | <b>3.FL.VA.7 b.ii.</b> | Identify real-life connections between words and their use.  |

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|   |                     | <p><a href="#">Spelling Classroom</a><br/> <a href="#">Definition Matching</a><br/> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br/> <a href="#">Hang A Bot</a><br/> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.<br/> <a href="#">Hear It Say It Write It</a><br/> Word pronunciation with student modeling along with word writing in print or cursive.<br/> <a href="#">Scrambled Sentences</a><br/> Drag and drop the words to form a correct sentence before the time runs out.<br/> <a href="#">Sentence Completion</a><br/> Match words with their appropriate contextual sentence.<br/> <a href="#">Spelling Bee</a><br/> Hear the word used in a sentence and try to spell.<br/> <a href="#">Spelling Contest</a><br/> Spell the words as quickly as possible promoting word awareness and visual memory.<br/> <a href="#">Word Introduction</a><br/> Words are pronounced and introduced in a contextual setting.<br/> <a href="#">Word Jumble</a><br/> Move letters with cursor to form correctly spelled word.<br/> <a href="#">Word Ladder</a><br/> Sequence of words built upon the previous and advance down the ladder with each correct answer.</p>   |
| INDICATOR                               | 3.FL.VA.7<br>b.iii. | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.<br><br><a href="#">Spelling Classroom</a><br><a href="#">Definition Matching</a><br>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.  |
| STRAND / STANDARD / COURSE              | TN.FL.              | FOUNDATIONAL LITERACY STANDARDS  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 3.FL.VA.            | Vocabulary Acquisition   |
| GUIDING QUESTION / LEARNING EXPECTATION | FL.VA.7.            | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  |
| LEARNING EXPECTATION                    | 3.FL.VA.7<br>c.     | Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.<br><br><a href="#">Spelling Classroom</a><br><a href="#">Alphabetize List</a><br>Place words in order based upon alphabetizing principles.<br><a href="#">Crossword Puzzle</a><br>Click on a box and enter the word that best completes the sentence and fits into the puzzle.<br><a href="#">Definition Matching</a><br>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br><a href="#">Flash Cards</a><br>Words with definitions on the flip side.<br><a href="#">Hang A Bot</a><br>Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.<br><a href="#">Hear It Say It Write It</a><br>Word pronunciation with student modeling along with word writing in print or cursive.<br><a href="#">Paragraph Writing</a><br>Write a paragraph incorporating each word from the list.<br><a href="#">Pen &amp; Paper Spelling Test</a><br>Program verbally presents each word and asks the student to write the word on a sheet of paper.<br><a href="#">Scrambled Sentences</a><br>Drag and drop the words to form a correct sentence before the time runs out.<br><a href="#">Sentence Completion</a><br>Match words with their appropriate contextual sentence.<br><a href="#">Snowman Challenge</a><br>Clues are provided and when words are spelled correctly, a snowman starts to |

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|  |  | <p>take shape and build.</p> <p><b>Spell &amp; Learn</b><br/>Words are pronounced and introduced in a contextual setting</p> <p><b>Spelling Bee</b><br/>Hear the word used in a sentence and try to spell.</p> <p><b>Spelling Contest</b><br/>Spell the words as quickly as possible promoting word awareness and visual memory.</p> <p><b>Spelling Quiz</b><br/>Multiple choice environment with five different variations of each a word to select from.</p> <p><b>Spelling Test</b><br/>Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.</p> <p><b>Vocabulary Bee</b><br/>Select a word or phrase that best describes each list word.</p> <p><b>Vocabulary Test</b><br/>Select the correct definition for each word in this multiple choice environment.</p> <p><b>Word Find Puzzle</b><br/>Students find the words hidden in puzzles emphasizing pattern recognition and retention.</p> <p><b>Word Introduction</b><br/>Words are pronounced and introduced in a contextual setting.</p> <p><b>Word Jumble</b><br/>Move letters with cursor to form correctly spelled word.</p> <p><b>Word Ladder</b><br/>Sequence of words built upon the previous and advance down the ladder with each correct answer.</p> <p><b>Word Search</b><br/>Students are presented a word bank and they must find each word hidden in the puzzle.</p> <p><b>Writing Sentences</b><br/>Hear each word and then type in a sentence using the word in context.</p> |
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| <b>STRAND / STANDARD / COURSE</b> | <b>TN.RL.</b> | <b>READING STANDARDS - LITERATURE</b> |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>3.RL.CS.</b> | <b>Craft and Structure</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>R.CS.4.</b> | Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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| <b>LEARNING EXPECTATION</b> | <b>3.RL.CS.4.</b> | <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).</p> <p><b>Spelling Classroom</b><br/><b>Definition Matching</b><br/>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> |
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| <b>STRAND / STANDARD / COURSE</b> | <b>TN.RI.</b> | <b>READING STANDARDS – INFORMATIONAL TEXT</b> |
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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>3.RI.CS.</b> | <b>Craft and Structure</b> |
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| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>R.CS.4.</b> | Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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| <b>LEARNING EXPECTATION</b> | <b>3.RI.CS.4.</b> | <p>Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>Spelling Classroom</b><br/><b>Scrambled Sentences</b><br/>Drag and drop the words to form a correct sentence before the time runs out.</p> |
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| <b>STRAND / STANDARD / COURSE</b> | <b>TN.W.</b> | <b>WRITING STANDARDS</b> |
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| <b>CONCEPTUAL</b> | <b>3.W.TTP.</b> | <b>Text Types and Protocol</b> |
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| STRAND / GUIDING QUESTION               |              |   |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.2.     | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LEARNING EXPECTATION                    | 3.W.TTP.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information.  |
| INDICATOR                               | 3.W.TTP.2.b. | Group related information together, including illustrations when needed to provide clarity to the reader.<br><br><u>Spelling Classroom</u><br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list.  |
| INDICATOR                               | 3.W.TTP.2.f. | Use precise language to inform about or explain the topic.<br><br><u>Spelling Classroom</u><br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list.   |
| INDICATOR                               | 3.W.TTP.2.g. | Apply language standards addressed in the Foundational Literacy standards.<br><br><u>Spelling Classroom</u><br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list.   |
| STRAND / STANDARD / COURSE              | TN.W.        | WRITING STANDARDS   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 3.W.TTP.     | Text Types and Protocol   |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.3.     | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  |
| LEARNING EXPECTATION                    | 3.W.TTP.3.   | Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.   |
| INDICATOR                               | 3.W.TTP.3.e. | Apply language standards addressed in the Foundational Literacy standards.<br><br><u>Spelling Classroom</u><br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list.   |
| STRAND / STANDARD / COURSE              | TN.W.        | WRITING STANDARDS   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 3.W.PDW.     | Production and Distribution of Writing  |
| GUIDING QUESTION / LEARNING EXPECTATION | W.PDW.6.     | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| LEARNING EXPECTATION                    | 3.W.PDW.6.   | With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.<br><br><u>Spelling Classroom</u><br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list. |