

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

## Spelling Classroom

### Paragraph Writing

Summary: Write a paragraph incorporating each word from the list.

### Washington DC Academic Standards

#### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.1. RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Phonics and Word Recognition</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>1.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION</b>	<b>1.RF.3.g.</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.1. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>1.W.6.</b>	<b>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.1. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>1.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>1.L.1.c.</b>	<b>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.1. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>1.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>1.L.2.d.</b>	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>
<b>EXPECTATION</b>	<b>1.L.2.e.</b>	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.1.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>1.L.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION</b>	<b>1.L.5.c.</b>	<b>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b>

## Washington DC Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.2.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>2.W.6.</b>	<b>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.2.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>2.L.1.f.</b>	<b>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).</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.2.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>2.L.2.d.</b>	<b>Generalize learned spelling patterns when writing words (e.g., cage--&gt;badge; boy--&gt;boil).</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.2.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION</b>	<b>2.L.5.a.</b>	<b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b>

Washington DC Academic Standards

Language Arts

Grade 3 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Phonics and Word Recognition</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.RF.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>EXPECTATION</b>	<b>3.RF.3.d.</b>	Read grade-appropriate irregularly spelled words.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.W.6.</b>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.L.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>EXPECTATION</b>	<b>3.L.2.e.</b>	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
<b>EXPECTATION</b>	<b>3.L.2.f.</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Knowledge of Language</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.L.3.</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION</b>	<b>3.L.3.a.</b>	Choose words and phrases for effect.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.L.5.</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION</b>	<b>3.L.5.b.</b>	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.3.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>3.L.6.</b>	<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).</b>

**Washington DC Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.4.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
<b>EXPECTATION</b>	<b>4.W.2.a.</b>	<b>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</b>
<b>EXPECTATION</b>	<b>4.W.2.d.</b>	<b>Use precise language and domain-specific vocabulary to inform about or explain the topic.</b>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.4.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>4.W.6.</b>	<b>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</b>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.4.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>4.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>4.L.1.f.</b>	<b>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</b>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.4.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>4.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>4.L.2.d.</b>	<b>Spell grade-appropriate words correctly, consulting references as needed.</b>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.4.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Knowledge of Language</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>4.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>EXPECTATION</b>	<b>4.L.3.a.</b>	<b>Choose words and phrases to convey ideas precisely.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.4.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>4.L.6.</b>	<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).</b>