

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

## Spelling Classroom

### Pen & Paper Spelling Test

Summary: Program verbally presents each word and asks the student to write the word on a sheet of paper.

#### Hawaii Content and Performance Standards

##### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD / COURSE</b>	<b>HI.CC.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION / TOPIC</b>	<b>RF.1.3(g)</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>
<b>CONTENT STANDARD / COURSE</b>	<b>HI.CC.L.1.</b>	<b>Language Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION / TOPIC</b>	<b>L.1.1(a)</b>	<b>Print all upper- and lowercase letters.</b>
<b>CONTENT STANDARD / COURSE</b>	<b>HI.CC.L.1.</b>	<b>Language Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION / TOPIC</b>	<b>L.1.2(d)</b>	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>
<b>EXPECTATION / TOPIC</b>	<b>L.1.2(e)</b>	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>
<b>CONTENT STANDARD / COURSE</b>	<b>HI.CC.L.1.</b>	<b>Language Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION / TOPIC	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
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**Hawaii Content and Performance Standards**

**Language Arts**

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

**Hawaii Content and Performance Standards**

**Language Arts**

Grade 3 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RF.3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.3.3(d)	Read grade-appropriate irregularly spelled words.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION / TOPIC	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards

<b>COURSE</b>		
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.3.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION / TOPIC</b>	L.3.5(b)	<b>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b>
<b>CONTENT STANDARD / COURSE</b>	<b>HI.CC.L.3</b>	<b>Language Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</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).</b>