

**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

### Pen & Paper Spelling Test

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

#### New Jersey Student Learning Standards

##### Language Arts

Grade 1 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.1.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.1.1.A.	Print all upper- and lowercase letters.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.1.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.1.2.D.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.1.2.E.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<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>	L.1.5.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.1.5.C.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

#### New Jersey Student Learning Standards

##### Language Arts

Grade 2 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.2.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.2.2.D.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
<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 STATEMENT</b>	L.2.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.2.5.A.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

**New Jersey Student Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.RF.3.</b>	<b>Progress Indicators for Reading Foundational Skills</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>CONTENT STATEMENT</b>	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
<b>CUMULATIVE PROGRESS INDICATOR</b>	RF.3.3.D.	Read grade-appropriate irregularly spelled words.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.3.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS INDICATOR</b>	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).
<b>CUMULATIVE PROGRESS INDICATOR</b>	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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.3.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.3.5.B.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.3.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	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

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.4.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.4.2.D.	Spell grade-appropriate words correctly, consulting references as needed.
<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.L.5.</b>	<b>Progress Indicators for Language</b>
--------------------------------	----------------	---

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.

**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>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.6.2.B.	Spell correctly.
<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.6.6.	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 7 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.7.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.7.2.B.	Spell correctly.
<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.L.8.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.8.2.C.	Spell correctly.
<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>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.9-10.2.C.	Spell correctly.
<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>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.9-10.2.C.	Spell correctly.
<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>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.11-12.2.B.	Spell correctly.
<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.11-12.6.	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 12 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.11-12.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.11-12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>L.11-12.2.B.</b>	<b>Spell correctly.</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>