

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

Spelling Classroom

Spell & Learn

Summary: Words are pronounced and introduced in a contextual setting

Indiana Academic Standards

Language Arts

Grade 1 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Foundations
INDICATOR / STANDARD		Phonics
EXPECTATION / INDICATOR	1.RF.4.4	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	1.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	1.W.6.2c	Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

Indiana Academic Standards

Language Arts

Grade 2 - Adopted: 2014/Updated 2017

STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	2.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	2.W.6.2c	Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

Indiana Academic Standards

Language Arts

Grade 3 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary

INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RV.1	Build and use accurately conversational, general academic, and content-specific words and phrases.
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	3.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	3.W.6.2c	Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.

Indiana Academic Standards

Language Arts

Grade 4 - Adopted: 2014/Updated 2017

STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	4.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	4.W.6.2c	Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

Indiana Academic Standards

Language Arts

Grade 5 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.RV.1	Build and use accurately general academic and content-specific words and phrases.
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		WRITING
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/ Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	5.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	5.W.6.2c	Spelling – Applying correct spelling patterns and generalizations in writing.

Indiana Academic Standards

Language Arts

Grade 6 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary

STATEMENT / SUBSTRAND		
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	6.RV.1	Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Indiana Academic Standards

Language Arts

Grade 7 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	7.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND		SPEAKING AND LISTENING
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	7.SL.4.1	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Indiana Academic Standards

Language Arts

Grade 8 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	8.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND		SPEAKING AND LISTENING
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	8.SL.4.1	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Indiana Academic Standards

Language Arts

Grade 9 - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary

INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	9-10.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Indiana Academic Standards

Language Arts

Grade **10** - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	9-10.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Indiana Academic Standards

Language Arts

Grade **11** - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	11-12.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Indiana Academic Standards

Language Arts

Grade **12** - Adopted: 2014/Updated 2017

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		READING: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	11-12.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.