

**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

### Spell & Learn

Summary: Words are pronounced and introduced in a contextual setting

#### 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.1.2.	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</b>	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding and

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

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Language Arts**

Grade 4 - Adopted: 2016

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

CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.

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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.SL.7.</b>	<b>Progress Indicators for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>CONTENT STATEMENT</b>	SL.7.4.	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.
<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.

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**Language Arts**

Grade 8 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.8.</b>	<b>Progress Indicators for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>CONTENT STATEMENT</b>	SL.8.4.	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.
<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>	<b>L.8.6.</b>	<b>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.</b>
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**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>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>L.9-10.2.C.</b>	<b>Spell correctly.</b>
<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>	<b>L.9-10.6.</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>

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**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>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>L.9-10.2.C.</b>	<b>Spell correctly.</b>
<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>	<b>L.9-10.6.</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>

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**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>	<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>

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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>