

# Common Core Standards – Spelling Scholar Alignment

Red = standards that are met by the Spelling Scholar program

Black = standards that are supported by the Spelling Scholar program

**Black Face** = General Topic Heading

<b>Kindergarten</b>
<b>Reading Standards: Print Concepts</b>
<b>1. Demonstrate understanding of the organization and basic features of print.</b> b. Recognize that spoken words are represented in written language by specific sequences of letters. d. Recognize and name all upper- and lowercase letters of the alphabet.
<b>Reading Standards: Foundational Skills: Phonological Awareness</b>
<b>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b> a. Recognize and produce rhyming words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<b>Phonics and Word Recognition</b>
<b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<b>Language Standards: Conventions of Standard English</b>
<b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> a. Print many upper- and lowercase letters. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).
<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Grade 1	Grade 2	Grade 3
<b>Reading Standards: Phonological Awareness</b>		
<p><b>2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).</b></p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		
<b>Phonics and Word Recognition</b>		
<p><b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p>	<p><b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p><b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>

Grade 1	Grade 2	Grade 3
<b>Writing Standards: Text Types and Purposes</b>		
		<p><b>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>d. Provide a concluding statement or section.</p>
<b>Language Standards: Conventions of Standard English</b>		
<p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>	<p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (hid, sat, told).</p>	<p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>b. Form and use regular and irregular plural nouns.</p> <p>d. Form and use regular and irregular verbs.</p>
<p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

Grade 1	Grade 2	Grade 3
<b>Knowledge of Language: Vocabulary Acquisition and Use</b>		
<p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</b></p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</b></p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

Grade 4	Grade 5	Grade 6
<b>Reading Standards</b>		
<b>Phonological Awareness: Phonics and Word Recognition</b>		
<p><b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
<b>Writing Standards K-6</b>		
<b>Text Types and Purposes</b>		
<p><b>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation</p>	<p><b>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
<b>Language Standards: Conventions of Standard English</b>		
<p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>		
<p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>

d. Spell grade-appropriate words correctly, consulting references as needed.	d. Spell grade-appropriate words correctly, consulting references as needed.	b. Spell correctly.
<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Vocabulary Acquisitions and Use: Knowledge of Language</b>		
<p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the <i>inferred meaning in context or in a dictionary</i>).</p>
<p><b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> (Greek and Latin roots)</p> <p>b. Recognize and explain the meaning of common idioms, <i>adages</i>, and proverbs.</p>	<p><b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> (Greek and Latin roots)</p> <p>b. Recognize and explain the meaning of common idioms, <i>adages</i>, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, <i>homographs</i>) to better understand each of the words.</p>	<p><b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> (Greek and Latin roots)</p>