

VA English Standards of Learning Related to Spelling

Kindergarten

- K.4 The student will identify, say, segment, and blend various units of speech sounds.
- Begin to discriminate between spoken sentences, words, and syllables.**
 - Identify and produce words that rhyme.**
 - Blend and segment multisyllabic words at the syllable level.**
 - Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).**
 - Identify words according to shared beginning and/or ending sounds.**
- K.5 The student will understand how print is organized and read.
- Hold print materials in the correct position.
 - Identify the front cover, back cover, and title page of a book.
 - Distinguish between print and pictures.
 - Follow words from left to right and from top to bottom on a printed page.
 - Match voice with print (concept of word).**
- K.6 The student will demonstrate an understanding that print conveys meaning.
- Identify common signs and logos.
 - Explain that printed materials provide information.
 - Read and explain own writing and drawings.
 - Read his/her name and read fifteen meaningful, concrete words.**
- K.7 The student will develop an understanding of basic phonetic principles.
- Identify and name the uppercase and lowercase letters of the alphabet.**
 - Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.**
 - Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
 - Identify beginning consonant sounds in single-syllable words.**
- K.11 The student will print in manuscript.
- Print uppercase and lowercase letters of the alphabet independently.**
 - Print his/her first and last names.
- K.12 The student will write to communicate ideas for a variety of purposes.
- Differentiate pictures from writing.
 - Draw pictures and/or use letters and phonetically spelled words to write about experiences.
 - Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.**
 - Write left to right and top to bottom.

Grade One

- 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.
- Create rhyming words.**
 - Count phonemes (sounds) in one-syllable words.**
 - Blend sounds to make one-syllable words.**
 - Segment one-syllable words into individual speech sounds (phonemes).**
 - Add or delete phonemes (sounds) to make new words.**
- 1.5 The student will apply knowledge of how print is organized and read.
- Read from left to right and from top to bottom.
 - Match spoken words with print.**
 - Identify letters, words, sentences, and ending punctuation.**
 - Read his/her own writing.**
- 1.6 The student will apply phonetic principles to read and spell.
- Use beginning and ending consonants to decode and spell single-syllable words.**
 - Use two-letter consonant blends to decode and spell single-syllable words.**
 - Use beginning consonant digraphs to decode and spell single-syllable words.**
 - Use short vowel sounds to decode and spell single-syllable words.**
 - Blend beginning, middle, and ending sounds to recognize and read words.**
 - Use word patterns to decode unfamiliar words.**
 - Read and spell simple two-syllable compound words.**
 - Read and spell commonly used sight words.**

This standard begins the specific teaching of syllable types with CVC, CVVC, and CVCe, but there is no distinction made as to the difference in the vowel sounds given these three types/patterns. Students are to read and spell two-syllable compound words using syllable division rules.

- 1.7 The student will use semantic clues and syntax to expand vocabulary when reading.
- Use words, phrases, and sentences.**
 - Use titles and pictures.
 - Use information in the story to read words.
 - Use knowledge of sentence structure.
 - Use knowledge of story structure.
 - Reread and self-correct.**
- 1.11 The student will use simple reference materials.
- Use knowledge of alphabetical order by first letter.**
 - Use a picture dictionary to find meanings of unfamiliar words.
- 1.12 The student will print legibly.
- Form letters accurately.
 - Space words within sentences.
 - Use the alphabetic code to write unknown words phonetically.**

- 1.13 The student will write to communicate ideas for a variety of purposes.
- a) Generate ideas.
 - b) Focus on one topic.
 - c) Revise by adding descriptive words when writing about people, places, things, and events.
 - d) Use complete sentences in final copies.
 - e) Begin each sentence with a capital letter and use ending punctuation in final copies.
 - f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.**
 - g) Share writing with others.

Grade Two

- 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.
- Count phonemes (sounds) within one-syllable words.**
 - Blend sounds to make one-syllable words.**
 - Segment one-syllable words into individual speech sounds (phonemes).**
 - Add or delete phonemes (sounds) to make words.**
 - Blend and segment multisyllabic words at the syllable level.**
- 2.5 The student will use phonetic strategies when reading and spelling.
- Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.**
 - Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.**
 - Decode regular multisyllabic words.**
- With this standard, the syllable types are expanded to CV (with the vowel being long) and r-controlled, as well as the possibility of C-le syllable type. Further, students are to decode multisyllabic words and have knowledge of prefixes and suffixes.**
- 2.6 The student will use semantic clues and syntax to expand vocabulary when reading.
- Use information in the story to read words.**
 - Use knowledge of sentence structure.
 - Use knowledge of story structure and sequence.
 - Reread and self-correct.**
- 2.7 The student will expand vocabulary when reading.
- Use knowledge of homophones.**
 - Use knowledge of prefixes and suffixes.**
 - Use knowledge of antonyms and synonyms.**
 - Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.**
 - Use vocabulary from other content areas.**
- 2.10 The student will demonstrate comprehension of information in reference materials.
- Use table of contents.
 - Use pictures, captions, and charts.
 - Use dictionaries, glossaries, and indices.**
 - Use online resources.**
- 2.12 The student will write stories, letters, and simple explanations.
- Generate ideas before writing.
 - Organize writing to include a beginning, middle, and end for narrative and expository writing.
 - Expand writing to include descriptive detail.
 - Revise writing for clarity. (Directed to check dictionaries and other references to correct spelling.)**

- 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- a) Recognize and use complete sentences.
 - b) Use and punctuate declarative, interrogative, and exclamatory sentences.
 - c) **Capitalize all proper nouns and the word *I*.**
 - d) **Use singular and plural nouns and pronouns.**
 - e) **Use apostrophes in contractions and possessives.**
 - f) **Use contractions and singular possessives.**
 - g) **Use knowledge of simple abbreviations.**
 - h) **Use correct spelling for commonly used sight words, including compound words and regular plurals.**
 - i) **Use commas in the salutation and closing of a letter.**
 - j) **Use verbs and adjectives correctly in sentences.**

Grade Three

- 3.3 The student will apply word-analysis skills when reading.
- a) **Use knowledge of regular and irregular vowel patterns.**
 - b) **Decode regular multisyllabic words.**
- 3.4 The student will expand vocabulary when reading.
- a) **Use knowledge of homophones.**
 - b) **Use knowledge of roots, affixes, synonyms, and antonyms.**
 - c) **Apply meaning clues, language structure, and phonetic strategies.**
 - d) Use context to clarify meaning of unfamiliar words.
 - e) Discuss meanings of words **and develop vocabulary by listening and reading a variety of texts.**
 - f) **Use vocabulary from other content areas.**
 - g) **Use word reference resources including the glossary, dictionary, and thesaurus.**
- 3.10 **The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**
- a) Use complete sentences.
 - b) Use transition words to vary sentence structure.
 - c) Use the word *I* in compound subjects.
 - d) Use past and present verb tense.
 - e) Use singular possessives.
 - f) Use commas in a simple series.
 - g) Use simple abbreviations.
 - h) Use apostrophes in contractions with pronouns and in possessives.
 - i) Use the articles *a*, *an*, and *the* correctly.
 - j) **Use correct spelling for frequently used sight words, including irregular plurals.**

Grade Four

- 4.4 The student will expand vocabulary when reading.
- a) Use context to clarify meanings of unfamiliar words.
 - b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.**
 - c) Use word-reference materials, including the glossary, dictionary, and thesaurus.**
 - d) Develop vocabulary by listening to and reading a variety of texts.
 - e) Use vocabulary from other content areas.
- 4.7 The student will write cohesively for a variety of purposes.
- a) Identify intended audience.
 - b) Focus on one aspect of a topic.
 - c) Use a variety of pre-writing strategies.
 - d) Organize writing to convey a central idea.
 - e) Recognize different modes of writing have different patterns of organization.
 - f) Write a clear topic sentence focusing on the main idea.
 - g) Write two or more related paragraphs on the same topic.
 - h) Use transition words for sentence variety.**
 - i) Utilize elements of style, including word choice and sentence variation.**
 - j) Revise writing for clarity of content using specific vocabulary and information.**
 - k) Include supporting details that elaborate the main idea.
- 4.8 **The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**
- a) Use subject-verb agreement.
 - b) Include prepositional phrases.
 - c) Eliminate double negatives.
 - d) Use noun-pronoun agreement.**
 - e) Use commas in series, dates, and addresses.
 - f) Incorporate adjectives and adverbs.**
 - g) Use correct spelling for frequently used words, including common homophones.**
 - h) Use singular possessives.**

Grade Five

- 5.4 The student will expand vocabulary when reading.
- a) Use context to clarify meaning of unfamiliar words and phrases.
 - b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.**
 - d) Identify an author's use of figurative language.
 - e) Use dictionary, glossary, thesaurus, and other word-reference materials.**
 - f) Develop vocabulary by listening to and reading a variety of texts.
 - g) Study word meanings across content areas.**
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- 5.8 **The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**
- a) Use plural possessives.
 - b) Use adjective and adverb comparisons.
 - c) Identify and use interjections.
 - d) Use apostrophes in contractions and possessives.**
 - e) Use quotation marks with dialogue.
 - f) Use commas to indicate interrupters.
 - g) Use a hyphen to divide words at the end of a line.
 - h) Edit for fragments and run-on sentences.
 - i) Eliminate double negatives.
 - j) Use correct spelling of commonly used words.**
 - k) Identify and use conjunctions.**