Colorado Academic Standards (CAS)

Language Arts

Grade: **5** - Adopted: **2010**

CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.1.	Literary texts are understood and interpreted using a range of strategies. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.1.c.	Use Craft and Structure to:
EVIDENCE OUTCOMES	5.2.1.c.ii.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5c) **Spelling Classroom** **Synonyms & Ants** Students are asked to select a word's antonym or synonym. **Vocabulary Bee** Select a word or phrase that best describes each list word. **Vocabulary Test** Select the correct definition for each word in this multiple choice environment. **Word Introduction** Words are pronounced and introduced in a contextual setting.
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.2.	Ideas found in a variety of informational texts need to be compared and understood. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	5.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4) **Spelling Classroom** **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out.
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.3.	Knowledge of morphology and word relationships matters when reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.3.b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: L.5.4)
EVIDENCE OUTCOMES	5.2.3.b.i.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a) **Spelling Classroom** **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out. **Sentence Completion** Match words with their appropriate contextual sentence. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Word Jumble** Move letters with cursor to form correctly spelled word.
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.3.	Knowledge of morphology and word relationships matters when reading. Students can:
CONCEPTS AND SKILLS /	5.2.3.e.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.

EVIDENCE OUTCOMES		**Spelling Classroom** **Sentence Completion** Match words with their appropriate contextual sentence. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Word Jumble** Move letters with cursor to form correctly spelled word.
CONTENT AREA	**CO.5.2.**	**Reading for All Purposes**
STANDARD	**5.2.3.**	**Knowledge of morphology and word relationships matters when reading. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**5.2.3.g.**	**Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)**
EVIDENCE OUTCOMES	5.2.3.g.iii.	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)** **Spelling Classroom** **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out. **Sentence Completion** Match words with their appropriate contextual sentence. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Word Jumble** Move letters with cursor to form correctly spelled word.
CONTENT AREA	**CO.5.3.**	**Writing and Composition**
STANDARD	**5.3.2.**	**The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**5.3.2.b.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)**
EVIDENCE OUTCOMES	5.3.2.b.iv.	**Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)** **Spelling Classroom** **Paragraph Writing** Write a paragraph incorporating each word from the list.
CONTENT AREA	**CO.5.3.**	**Writing and Composition**
STANDARD	**5.3.3.**	**Conventions apply consistently when evaluating written texts. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**5.3.3.a.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)**
EVIDENCE OUTCOMES	5.3.3.a.v.	**Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)** **Spelling Classroom** **Create Handwriting Worksheets** Create and print a PDF where students can practice handwriting each word on the list. **Crossword Puzzle** Click on a box and enter the word that best completes the sentence and fits into the puzzle. **Flash Cards** Words with definitions on the flip side. **Hang A Bot** Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Paragraph Writing** Write a paragraph incorporating each word from the list. **Pen & Paper Spelling Test** Program verbally presents each word and asks the student to write the word on a sheet of paper. **Snowman Challenge** Clues are provided and when words are spelled correctly, a snowman starts to take shape and build.

Spell & Learn
Words are pronounced and introduced in a contextual setting
Spelling Bee
Hear the word used in a sentence and try to spell.
Spelling Contest
Spell the words as quickly as possible promoting word awareness and visual memory.
Spelling Quiz
Multiple choice environment with five different variations of each a word to select from.
Spelling Test
Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.
Vocabulary Bee
Select a word or phrase that best describes each list word.
Word Introduction
Words are pronounced and introduced in a contextual setting.
Word Jumble
Move letters with cursor to form correctly spelled word.
Word Ladder
Sequence of words built upon the previous and advance down the ladder with each correct answer.
Word Search
Students are presented a word bank and they must find each word hidden in the puzzle.
Writing Sentences
Hear each word and then type in a sentence using the word in context.

CONTENT AREA	CO.5.3.	Writing and Composition
STANDARD	5.3.3.	Conventions apply consistently when evaluating written texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.e.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (CCSS: W.5.6) Spelling Classroom Paragraph Writing Write a paragraph incorporating each word from the list.