

Main Criteria: Colorado Academic Standards (CAS)

Secondary Criteria: Spelling Classroom

Subject: Language Arts

Grade: 6

Correlation Options: Show Correlated

Colorado Academic Standards (CAS)

Language Arts

Grade: 6 - Adopted: 2010

| CONTENT AREA | CO.6.2. | Reading for All Purposes |
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| STANDARD | 6.2.1. | Understanding the meaning within different types of literature depends on properly analyzing literary components. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.2.1.b. | Use Craft and Structure to: |
| EVIDENCE OUTCOMES | 6.2.1.b.i. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4) <u>Spelling Classroom</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. |
| CONTENT AREA | CO.6.2. | Reading for All Purposes |
| STANDARD | 6.2.2. | Organizing structure to understand and analyze factual information. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.2.2.b. | Use Craft and Structure to: |
| EVIDENCE OUTCOMES | 6.2.2.b.i. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4) <u>Spelling Classroom</u> <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out. |
| CONTENT AREA | CO.6.2. | Reading for All Purposes |
| STANDARD | 6.2.3. | Word meanings are determined by how they are designed and how they are used in context. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.2.3.a. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4) |
| EVIDENCE OUTCOMES | 6.2.3.a.i. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a) <u>Spelling Classroom</u> <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out. <u>Sentence Completion</u> Match words with their appropriate contextual sentence. <u>Word Introduction</u> Words are pronounced and introduced in a contextual setting. <u>Word Jumble</u> Move letters with cursor to form correctly spelled word. |
| EVIDENCE OUTCOMES | 6.2.3.a.iv. | Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word. <u>Spelling Classroom</u> <u>Synonyms & Ants</u> Students are asked to select a word's antonym or synonym. <u>Vocabulary Bee</u> Select a word or phrase that best describes each list word. <u>Vocabulary Test</u> |

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| | | Select the correct definition for each word in this multiple choice environment. Word Introduction Words are pronounced and introduced in a contextual setting. |
| EVIDENCE OUTCOMES | 6.2.3.a.vi | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d) 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.6.2. | Reading for All Purposes |
| STANDARD | 6.2.3. | Word meanings are determined by how they are designed and how they are used in context. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.2.3.b. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.6.5) |
| EVIDENCE OUTCOMES | 6.2.3.b.ii | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). (CCSS: L.6.5c) Spelling Classroom Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement. |
| CONTENT AREA | CO.6.2. | Reading for All Purposes |
| STANDARD | 6.2.3. | Word meanings are determined by how they are designed and how they are used in context. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.2.3.c. | 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. (CCSS: L.6.6) Spelling Classroom Alphabetize List Place words in order based upon alphabetizing principles. Crossword Puzzle Click on a box and enter the word that best completes the sentence and fits into the puzzle. Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement. 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. 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. 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 |

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| | | <p>Multiple choice environment with five different variations of each a word to select from.</p> <p>Spelling Test Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.</p> <p>Vocabulary Bee Select a word or phrase that best describes each list word.</p> <p>Vocabulary Test Select the correct definition for each word in this multiple choice environment.</p> <p>Word Find Puzzle Students find the words hidden in puzzles emphasizing pattern recognition and retention.</p> <p>Word Introduction Words are pronounced and introduced in a contextual setting.</p> <p>Word Jumble Move letters with cursor to form correctly spelled word.</p> <p>Word Ladder Sequence of words built upon the previous and advance down the ladder with each correct answer.</p> <p>Word Search Students are presented a word bank and they must find each word hidden in the puzzle.</p> <p>Writing Sentences Hear each word and then type in a sentence using the word in context.</p> |
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| CONTENT AREA | CO.6.3. | Writing and Composition |
| STANDARD | 6.3.1. | Writing literary genres for intended audiences and purposes requires ideas, organization, and voice. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.3.1.a. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3) |
| EVIDENCE OUTCOMES | 6.3.1.a.iv | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d) <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list. |

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| CONTENT AREA | CO.6.3. | Writing and Composition |
| STANDARD | 6.3.1. | Writing literary genres for intended audiences and purposes requires ideas, organization, and voice. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.3.1.f. | Use word choice, sentence structure, and sentence length to create voice and tone in writing. <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list. |

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| CONTENT AREA | CO.6.3. | Writing and Composition |
| STANDARD | 6.3.2. | Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.3.2.a. | Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1) |
| EVIDENCE OUTCOMES | 6.3.2.a.iii | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c) <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list. |

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| CONTENT AREA | CO.6.3. | Writing and Composition |
| STANDARD | 6.3.2. | Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.3.2.b. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) |
| EVIDENCE OUTCOMES | 6.3.2.b.iv | Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d) <u>Spelling Classroom</u> <u>Paragraph Writing</u> |

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| | | Write a paragraph incorporating each word from the list. |
| CONTENT AREA | CO.6.3. | Writing and Composition |
| STANDARD | 6.3.2. | Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.3.2.c. | Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. Spelling Classroom Paragraph Writing Write a paragraph incorporating each word from the list. |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.3.2.g. | Analyze and improve clarity of paragraphs and transitions. Spelling Classroom Paragraph Writing Write a paragraph incorporating each word from the list. |
| CONTENT AREA | CO.6.3. | Writing and Composition |
| STANDARD | 6.3.3. | Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.3.3.a. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1) |
| EVIDENCE OUTCOMES | 6.3.3.a.v. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e) Spelling Classroom Paragraph Writing Write a paragraph incorporating each word from the list. Scrambled Sentences Drag and drop the words to form a correct sentence before the time runs out. 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. Writing Sentences Hear each word and then type in a sentence using the word in context. |
| CONTENT AREA | CO.6.3. | Writing and Composition |
| STANDARD | 6.3.3. | Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.3.3.b. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) |
| EVIDENCE OUTCOMES | 6.3.3.b.ii | Spell correctly. (CCSS: L.6.2b) 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 |

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| | | <p>Hear the word used in a sentence and try to spell.</p> <p>Spelling Contest Spell the words as quickly as possible promoting word awareness and visual memory.</p> <p>Spelling Quiz Multiple choice environment with five different variations of each a word to select from.</p> <p>Spelling Test Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.</p> <p>Vocabulary Bee Select a word or phrase that best describes each list word.</p> <p>Word Introduction Words are pronounced and introduced in a contextual setting.</p> <p>Word Jumble Move letters with cursor to form correctly spelled word.</p> <p>Word Ladder Sequence of words built upon the previous and advance down the ladder with each correct answer.</p> <p>Word Search Students are presented a word bank and they must find each word hidden in the puzzle.</p> <p>Writing Sentences Hear each word and then type in a sentence using the word in context.</p> |
| CONTENT AREA | CO.6.3. | Writing and Composition |
| STANDARD | 6.3.3. | Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.3.3.f. | <p>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 three pages in a single sitting. (CCSS: W.6.6)</p> <p>Spelling Classroom Paragraph Writing Write a paragraph incorporating each word from the list.</p> |
| CONTENT AREA | CO.6.4. | Research and Reasoning |
| STANDARD | 6.4.3. | Monitoring the thinking of self and others is a disciplined way to maintain awareness. Students can: |
| CONCEPTS AND SKILLS / EVIDENCE OUTCOMES | 6.4.3.b. | <p>Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy).</p> <p>Spelling Classroom Sentence Completion Match words with their appropriate contextual sentence.</p> |