

**Main Criteria:** New Jersey Student Learning Standards

**Secondary Criteria:** Spelling Classroom

**Subject:** Language Arts

**Grade:** 5

**Correlation Options:** Show Correlated

**New Jersey Student Learning Standards**

**Language Arts**

Grade: 5 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.5.</b>	<b>Progress Indicators for Reading Informational Text</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>CONTENT STATEMENT</b>	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  <u>Spelling Classroom</u> <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RF.5.</b>	<b>Progress Indicators for Reading Foundation Skills</b>
<b>STRAND</b>		<b>Fluency</b>
<b>CONTENT STATEMENT</b>	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>CUMULATIVE PROGRESS INDICATOR</b>	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.5.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>CUMULATIVE PROGRESS INDICATOR</b>	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.  <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.5.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>CONTENT STATEMENT</b>	W.5.6.	With some guidance and support from adults and peers, 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.  <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.5.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CUMULATIVE PROGRESS</b>	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.

INDICATOR		<p><u>Spelling Classroom</u>  <b>Create Handwriting Worksheets</b>  Create and print a PDF where students can practice handwriting each word on the list.</p> <p><b>Crossword Puzzle</b>  Click on a box and enter the word that best completes the sentence and fits into the puzzle.</p> <p><b>Flash Cards</b>  Words with definitions on the flip side.</p> <p><b>Hang A Bot</b>  Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.</p> <p><b>Hear It Say It Write It</b>  Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><b>Paragraph Writing</b>  Write a paragraph incorporating each word from the list.</p> <p><b>Pen &amp; Paper Spelling Test</b>  Program verbally presents each word and asks the student to write the word on a sheet of paper.</p> <p><b>Snowman Challenge</b>  Clues are provided and when words are spelled correctly, a snowman starts to take shape and build.</p> <p><b>Spell &amp; Learn</b>  Words are pronounced and introduced in a contextual setting</p> <p><b>Spelling Bee</b>  Hear the word used in a sentence and try to spell.</p> <p><b>Spelling Contest</b>  Spell the words as quickly as possible promoting word awareness and visual memory.</p> <p><b>Spelling Quiz</b>  Multiple choice environment with five different variations of each a word to select from.</p> <p><b>Spelling Test</b>  Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.</p> <p><b>Vocabulary Bee</b>  Select a word or phrase that best describes each list word.</p> <p><b>Word Introduction</b>  Words are pronounced and introduced in a contextual setting.</p> <p><b>Word Jumble</b>  Move letters with cursor to form correctly spelled word.</p> <p><b>Word Ladder</b>  Sequence of words built upon the previous and advance down the ladder with each correct answer.</p> <p><b>Word Search</b>  Students are presented a word bank and they must find each word hidden in the puzzle.</p> <p><b>Writing Sentences</b>  Hear each word and then type in a sentence using the word in context.</p>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.5.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	L.5.4.	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.
<b>CUMULATIVE PROGRESS INDICATOR</b>	L.5.4.A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  <u>Spelling Classroom</u> <b>Scrambled Sentences</b> Drag and drop the words to form a correct sentence before the time runs out. <b>Sentence Completion</b> Match words with their appropriate contextual sentence. <b>Word Introduction</b> Words are pronounced and introduced in a contextual setting. <b>Word Jumble</b> Move letters with cursor to form correctly spelled word.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.5.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>CUMULATIVE</b>	L.5.5.C.	Use the relationship between particular words (e.g., synonyms, antonyms,

PROGRESS INDICATOR		<p>homographs) to better understand each of the words.</p> <p><u>Spelling Classroom</u>  <u>Synonyms &amp; 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>  Select the correct definition for each word in this multiple choice environment.  <u>Word Introduction</u>  Words are pronounced and introduced in a contextual setting.</p>
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p><u>Spelling Classroom</u>  <u>Paragraph Writing</u>  Write a paragraph incorporating each word from the list.  <u>Scrambled Sentences</u>  Drag and drop the words to form a correct sentence before the time runs out.</p>