

**Main Criteria:** Utah Core Standards  
**Secondary Criteria:** Spelling Classroom  
**Subject:** Language Arts  
**Grade:** 5  
**Correlation Options:** Show Correlated

**Utah Core Standards**  
**Language Arts**  
**Grade: 5 - Adopted: 2013**

<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / STRAND</b>		<b>CRAFT AND STRUCTURE</b>
<b>INDICATOR / CLUSTER</b>	<b>RI.5.4.</b>	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>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>OBJECTIVE / STRAND</b>		<b>FLUENCY</b>
<b>INDICATOR / CLUSTER</b>	<b>RF.5.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION / STANDARD</b>	<b>RF.5.4.c.</b>	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>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.W.5.</b>	<b>Writing Standards</b>
<b>OBJECTIVE / STRAND</b>		<b>TEXT TYPES AND PURPOSES</b>
<b>INDICATOR / CLUSTER</b>	<b>W.5.2.</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>EXPECTATION / STANDARD</b>	<b>W.5.2.d.</b>	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>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.W.5.</b>	<b>Writing Standards</b>
<b>OBJECTIVE / STRAND</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
<b>INDICATOR / CLUSTER</b>	<b>W.5.6.</b>	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.  <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.

STANDARD / AREA OF LEARNING	UT.CC.L. 5.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	L.5.1.a.	Maintain legible and fluent cursive writing.  <a href="#">Spelling Classroom</a> <a href="#">Create Handwriting Worksheets</a> Create and print a PDF where students can practice handwriting each word on the list. <a href="#">Hear It Say It Write It</a> Word pronunciation with student modeling along with word writing in print or cursive.
STANDARD / AREA OF LEARNING	UT.CC.L. 5.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.  <a href="#">Spelling Classroom</a> <a href="#">Create Handwriting Worksheets</a> Create and print a PDF where students can practice handwriting each word on the list. <a href="#">Crossword Puzzle</a> Click on a box and enter the word that best completes the sentence and fits into the puzzle. <a href="#">Flash Cards</a> Words with definitions on the flip side. <a href="#">Hang A Bot</a> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse. <a href="#">Hear It Say It Write It</a> Word pronunciation with student modeling along with word writing in print or cursive. <a href="#">Paragraph Writing</a> Write a paragraph incorporating each word from the list. <a href="#">Pen &amp; Paper Spelling Test</a> Program verbally presents each word and asks the student to write the word on a sheet of paper. <a href="#">Snowman Challenge</a> Clues are provided and when words are spelled correctly, a snowman starts to take shape and build. <a href="#">Spell &amp; Learn</a> Words are pronounced and introduced in a contextual setting <a href="#">Spelling Bee</a> Hear the word used in a sentence and try to spell. <a href="#">Spelling Contest</a> Spell the words as quickly as possible promoting word awareness and visual memory. <a href="#">Spelling Quiz</a> Multiple choice environment with five different variations of each a word to select from. <a href="#">Spelling Test</a> Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling. <a href="#">Vocabulary Bee</a> Select a word or phrase that best describes each list word. <a href="#">Word Introduction</a> Words are pronounced and introduced in a contextual setting. <a href="#">Word Jumble</a> Move letters with cursor to form correctly spelled word. <a href="#">Word Ladder</a> Sequence of words built upon the previous and advance down the ladder with each correct answer. <a href="#">Word Search</a> Students are presented a word bank and they must find each word hidden in the puzzle. <a href="#">Writing Sentences</a> Hear each word and then type in a sentence using the word in context.

<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.L. 5.</b>	<b>Language Standards</b>
<b>OBJECTIVE / STRAND</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>INDICATOR / CLUSTER</b>	<b>L.5.4.</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.
<b>EXPECTATION / STANDARD</b>	<b>L.5.4.a.</b>	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> <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>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.L. 5.</b>	<b>Language Standards</b>
<b>OBJECTIVE / STRAND</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>INDICATOR / CLUSTER</b>	<b>L.5.5.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION / STANDARD</b>	<b>L.5.5.c.</b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  <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.
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.L. 5.</b>	<b>Language Standards</b>
<b>OBJECTIVE / STRAND</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>INDICATOR / CLUSTER</b>	<b>L.5.6.</b>	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).  <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.