

Main Criteria: Wisconsin Academic Standards

Secondary Criteria: Spelling Classroom

Subject: Language Arts

Grade: 5

Correlation Options: Show Correlated

Wisconsin Academic Standards

Language Arts

Grade: 5 - Adopted: 2010

DOMAIN	WI.CC.5. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	5.RI.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.
DOMAIN	WI.CC.5. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	5.RF.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.
DOMAIN	WI.CC.5. W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
DESCRIPTOR / FOCUS AREA	5.W.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.
DOMAIN	WI.CC.5. W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	5.W.6.	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.

DOMAIN	WI.CC.5.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	5.L.2.e.	<p>Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Spelling Classroom Create Handwriting Worksheets Create and print a PDF where students can practice handwriting each word on the list.</p> <p>Crossword Puzzle Click on a box and enter the word that best completes the sentence and fits into the puzzle.</p> <p>Flash Cards Words with definitions on the flip side.</p> <p>Hang A Bot Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.</p> <p>Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.</p> <p>Paragraph Writing Write a paragraph incorporating each word from the list.</p> <p>Pen & Paper Spelling Test Program verbally presents each word and asks the student to write the word on a sheet of paper.</p> <p>Snowman Challenge Clues are provided and when words are spelled correctly, a snowman starts to take shape and build.</p> <p>Spell & Learn Words are pronounced and introduced in a contextual setting</p> <p>Spelling Bee 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>
DOMAIN	WI.CC.5.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	5.L.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.
DESCRIPTOR / FOCUS AREA	5.L.4.a.	<p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Spelling Classroom Scrambled Sentences Drag and drop the words to form a correct sentence before the time runs out.</p> <p>Sentence Completion</p>

		<p>Match words with their appropriate contextual sentence.</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>
DOMAIN	WI.CC.5.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	5.L.5.c.	<p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>Spelling Classroom Synonyms & Ants Students are asked to select a word's antonym or synonym.</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 Introduction Words are pronounced and introduced in a contextual setting.</p>
DOMAIN	WI.CC.5.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	5.L.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>Spelling Classroom Paragraph Writing Write a paragraph incorporating each word from the list.</p> <p>Scrambled Sentences Drag and drop the words to form a correct sentence before the time runs out.</p>