

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Wisconsin Academic Standards  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Hang A Bot

Summary: Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.

#### Wisconsin Academic Standards

##### Language Arts

Grade 1 - Adopted: 2010

<b>DOMAIN</b>	<b>WI.CC.1. RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RF.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>1.RF.3.g.</b>	Recognize and read grade-appropriate irregularly spelled words.
<b>DOMAIN</b>	<b>WI.CC.1. L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.L.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>1.L.2.d.</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>1.L.2.e.</b>	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>DOMAIN</b>	<b>WI.CC.1. L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.L.5.</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>1.L.5.c.</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
<b>DOMAIN</b>	<b>WI.CC.1. L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.L.6.</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

#### Wisconsin Academic Standards

##### Language Arts

Grade 2 - Adopted: 2010

<b>DOMAIN</b>	<b>WI.CC.2. L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE</b>	<b>2.L.2.</b>	Demonstrate command of the conventions of standard English capitalization,

STANDARD / LEARNING PRIORITY		punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

### Wisconsin Academic Standards

#### Language Arts

Grade 3 - Adopted: 2010

DOMAIN	WI.CC.3.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	3.RF.3.d.	Read grade-appropriate irregularly spelled words.
DOMAIN	WI.CC.3.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	3.L.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
DESCRIPTOR / FOCUS AREA	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
DOMAIN	WI.CC.3.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	3.L.5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
DOMAIN	WI.CC.3.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD /	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal

<b>LEARNING PRIORITY</b>		relationships (e.g., After dinner that night we went looking for them).
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**Wisconsin Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2010

<b>DOMAIN</b>	<b>WI.CC.4.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>4.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>4.L.2.d.</b>	<b>Spell grade-appropriate words correctly, consulting references as needed.</b>
<b>DOMAIN</b>	<b>WI.CC.4.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>4.L.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

**Wisconsin Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2010

<b>DOMAIN</b>	<b>WI.CC.5.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>5.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>5.L.2.e.</b>	<b>Spell grade-appropriate words correctly, consulting references as needed.</b>

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**Language Arts**

Grade 6 - Adopted: 2010

<b>DOMAIN</b>	<b>WI.CC.6.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>6.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>6.L.2.b.</b>	<b>Spell correctly.</b>
<b>DOMAIN</b>	<b>WI.CC.6.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>6.L.6.</b>	<b>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.</b>

**Wisconsin Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2010

<b>DOMAIN</b>	<b>WI.CC.7. SL.</b>	<b>Speaking and Listening Standards</b>
<b>CONTENT STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>7.SL.4.</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN</b>	<b>WI.CC.7. L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>7.L.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>7.L.2.b.</b>	Spell correctly.
<b>DOMAIN</b>	<b>WI.CC.7. L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>7.L.3.</b>	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>7.L.3.a.</b>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>DOMAIN</b>	<b>WI.CC.7. L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>7.L.6.</b>	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.

**Wisconsin Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2010

<b>DOMAIN</b>	<b>WI.CC.8. SL.</b>	<b>Speaking and Listening Standards</b>
<b>CONTENT STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>8.SL.4.</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN</b>	<b>WI.CC.8. L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>8.L.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>8.L.2.c.</b>	Spell correctly.
<b>DOMAIN</b>	<b>WI.CC.8. L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD /</b>	<b>8.L.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase

<b>LEARNING PRIORITY</b>		important to comprehension or expression.
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**Wisconsin Academic Standards**

**Language Arts**

Grade **9** - Adopted: **2010**

<b>DOMAIN</b>	<b>WI.CC.9-10.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>9-10.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>9-10.L.2.c.</b>	<b>Spell correctly.</b>
<b>DOMAIN</b>	<b>WI.CC.9-10.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>9-10.L.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Wisconsin Academic Standards**

**Language Arts**

Grade **10** - Adopted: **2010**

<b>DOMAIN</b>	<b>WI.CC.9-10.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>9-10.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>9-10.L.2.c.</b>	<b>Spell correctly.</b>
<b>DOMAIN</b>	<b>WI.CC.9-10.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>9-10.L.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Wisconsin Academic Standards**

**Language Arts**

Grade **11** - Adopted: **2010**

<b>DOMAIN</b>	<b>WI.CC.11-12.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>11-12.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>11-12.L.2.b.</b>	<b>Spell correctly.</b>
<b>DOMAIN</b>	<b>WI.CC.11-12.L.</b>	<b>Language Standards</b>

<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>11-12.L.6.</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Wisconsin Academic Standards**

**Language Arts**

Grade **12** - Adopted: **2010**

<b>DOMAIN</b>	<b>W.CC.11-12.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>11-12.L.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>11-12.L.2.b.</b>	Spell correctly.
<b>DOMAIN</b>	<b>W.CC.11-12.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>11-12.L.6.</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.