Colorado Academic Standards (CAS)
Language Arts
Grade: **1** - Adopted: **2010**

CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.3.	Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.3.a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
EVIDENCE OUTCOMES	1.1.3.a.ii.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b) **Spelling Classroom** **Break It** Students "break" words into units of sound by partitioning the word and blending the individual sounds.
EVIDENCE OUTCOMES	1.1.3.a.iii.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c) **Spelling Classroom** **Break It** Students "break" words into units of sound by partitioning the word and blending the individual sounds.
EVIDENCE OUTCOMES	1.1.3.a.iv.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d) **Spelling Classroom** **Break It** Students "break" words into units of sound by partitioning the word and blending the individual sounds.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.e.	Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.1.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c) **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.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.e.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.2.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)

		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.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.3.**	**Decoding words require the application of alphabetic principles, letter sounds, and letter combinations. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.2.3.a.**	**Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)**
EVIDENCE OUTCOMES	1.2.3.a.ii.	Decode regularly spelled one-syllable words. (CCSS: RF.1.3b) **Spelling Classroom** **Break It** Students "break" words into units of sound by partitioning the word and blending the individual sounds.
EVIDENCE OUTCOMES	1.2.3.a.iv.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d) **Spelling Classroom** **Break It** Students "break" words into units of sound by partitioning the word and blending the individual sounds.
EVIDENCE OUTCOMES	1.2.3.a.v.	Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e) **Spelling Classroom** **Break It** Students "break" words into units of sound by partitioning the word and blending the individual sounds.
EVIDENCE OUTCOMES	1.2.3.a.vii.	Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g) **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** 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** Multiple choice environment with five different variations of each a word to select from. **Spelling Test**

		Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling. **Vocabulary Bee** Select a word or phrase that best describes each list word. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Word Jumble** Move letters with cursor to form correctly spelled word. **Word Ladder** Sequence of words built upon the previous and advance down the ladder with each correct answer. **Word Search** Students are presented a word bank and they must find each word hidden in the puzzle. **Writing Sentences** Hear each word and then type in a sentence using the word in context.
EVIDENCE OUTCOMES	1.2.3.a.ix.	Accurately decode unknown words that follow a predictable letter/sound relationship. **Spelling Classroom** **Break It** Students "break" words into units of sound by partitioning the word and blending the individual sounds.
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.4.**	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (CCSS: L.1.4)
EVIDENCE OUTCOMES	1.2.4.a.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a) **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.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.4.**	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
EVIDENCE OUTCOMES	1.2.4.b.ii.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b) **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. **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** Multiple choice environment with five different variations of each a word to select from. **Spelling Test** Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling. **Vocabulary Bee** Select a word or phrase that best describes each list word. **Vocabulary Test** Select the correct definition for each word in this multiple choice environment. **Word Find Puzzle** Students find the words hidden in puzzles emphasizing pattern recognition and retention. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Word Jumble** Move letters with cursor to form correctly spelled word. **Word Ladder** Sequence of words built upon the previous and advance down the ladder with each correct answer. **Word Search** Students are presented a word bank and they must find each word hidden in the puzzle. **Writing Sentences** Hear each word and then type in a sentence using the word in context.
EVIDENCE OUTCOMES	1.2.4.b.iii.		Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c) **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. **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** Multiple choice environment with five different variations of each a word to select from. **Spelling Test** Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.

Vocabulary Bee
Select a word or phrase that best describes each list word.
Vocabulary Test
Select the correct definition for each word in this multiple choice environment.
Word Find Puzzle
Students find the words hidden in puzzles emphasizing pattern recognition and retention.
Word Introduction
Words are pronounced and introduced in a contextual setting.
Word Jumble
Move letters with cursor to form correctly spelled word.
Word Ladder
Sequence of words built upon the previous and advance down the ladder with each correct answer.
Word Search
Students are presented a word bank and they must find each word hidden in the puzzle.
Writing Sentences
Hear each word and then type in a sentence using the word in context.

CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.c.	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). (CCSS: L.1.6) Spelling Classroom **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **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. **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. **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. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Word Jumble** Move letters with cursor to form correctly spelled word. **Word Ladder** Sequence of words built upon the previous and advance down the ladder with each correct answer.
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.1.	Exploring the writing process develops ideas for writing texts that carry meaning. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.f.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6) Spelling Classroom **Paragraph Writing** Write a paragraph incorporating each word from the list.
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
EVIDENCE OUTCOMES	1.3.2.a.i.	Print all upper- and lowercase letters. (CCSS: L.1.1a) Spelling Classroom **Create Handwriting Worksheets** Create and print a PDF where students can practice handwriting each word on

		the list. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Pen & Paper Spelling Test** Program verbally presents each word and asks the student to write the word on a sheet of paper.
EVIDENCE OUTCOMES	1.3.2.a.iii.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c) _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. **Writing Sentences** Hear each word and then type in a sentence using the word in context.
CONTENT AREA	**CO.1.3.**	**Writing and Composition**
STANDARD	**1.3.2.**	**Appropriate spelling, conventions, and grammar are applied when writing. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.3.2.b.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)**
EVIDENCE OUTCOMES	1.3.2.b.i.	Write complete simple sentences. _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. **Writing Sentences** Hear each word and then type in a sentence using the word in context.
EVIDENCE OUTCOMES	1.3.2.b.v.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d) _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** 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** Multiple choice environment with five different variations of each a word to select from. **Spelling Test** Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling. **Vocabulary Bee** Select a word or phrase that best describes each list word. **Word Introduction**

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EVIDENCE OUTCOMES	1.3.2.b.vi.		Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e) **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** 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** Multiple choice environment with five different variations of each a word to select from. **Spelling Test** Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling. **Vocabulary Bee** Select a word or phrase that best describes each list word. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Word Jumble** Move letters with cursor to form correctly spelled word. **Word Ladder** Sequence of words built upon the previous and advance down the ladder with each correct answer. **Word Search** Students are presented a word bank and they must find each word hidden in the puzzle. **Writing Sentences** Hear each word and then type in a sentence using the word in context.