Spelling Classroom

Paragraph Writing
Summary: Write a paragraph incorporating each word from the list.

Colorado Academic Standards (CAS)

Language Arts

Grade **1** - Adopted: **2010**

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.viii.	Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)
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)
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)
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)
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.iii.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)
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.
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)
EVIDENCE OUTCOMES	1.3.2.b.vi.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)

Colorado Academic Standards (CAS)

Language Arts

Grade **2** - Adopted: **2010**

CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
EVIDENCE OUTCOMES	2.2.3.d.i.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (CCSS: L.2.5a)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
EVIDENCE OUTCOMES	2.3.3.a.vii.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)
EVIDENCE OUTCOMES	2.3.3.a.ix.	Spell high-frequency words correctly
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
EVIDENCE OUTCOMES	2.3.3.b.iv.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.d.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)

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Grade **3** - Adopted: **2010**

CONTENT AREA	CO.3.1.	Oral Expression and Listening
STANDARD	3.1.1.	Oral communication is used both informally and formally. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.1.c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
EVIDENCE OUTCOMES	3.2.3.a.iv.	Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d)
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
EVIDENCE OUTCOMES	3.2.3.d.ii.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS: L.3.5b)
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.c.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.d.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
EVIDENCE OUTCOMES	3.3.3.d.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.f.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
EVIDENCE OUTCOMES	3.3.3.f.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)
EVIDENCE OUTCOMES	3.3.3.f.vi.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)

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Grade **4** - Adopted: **2010**

CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.3.	Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.3.e.	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). (CCSS: L.4.6)
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.2.	Informational and persuasive texts use the recursive writing process. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)
EVIDENCE OUTCOMES	4.3.2.a.i.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)
EVIDENCE	4.3.2.a.vi	Use precise language and domain-specific vocabulary to inform about or explain the

OUTCOMES	i.	topic. (CCSS: W.4.2d)
CONTENT AREA	**CO.4.3.**	**Writing and Composition**
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.c.	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 one page in a single sitting. (CCSS: W.4.6)
CONTENT AREA	**CO.4.3.**	**Writing and Composition**
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.e.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
EVIDENCE OUTCOMES	4.3.3.e.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
CONTENT AREA	**CO.4.3.**	**Writing and Composition**
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
EVIDENCE OUTCOMES	4.3.3.f.vii.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)
CONTENT AREA	**CO.4.3.**	**Writing and Composition**
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.g.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
EVIDENCE OUTCOMES	4.3.3.g.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)

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Language Arts

Grade **5** - Adopted: **2010**

CONTENT AREA	**CO.5.3.**	**Writing and Composition**
STANDARD	5.3.2.	The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.2.b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)
EVIDENCE OUTCOMES	5.3.2.b.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
CONTENT AREA	**CO.5.3.**	**Writing and Composition**
STANDARD	5.3.3.	Conventions apply consistently when evaluating written texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
EVIDENCE OUTCOMES	5.3.3.a.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	**CO.5.3.**	**Writing and Composition**
STANDARD	5.3.3.	Conventions apply consistently when evaluating written texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.e.	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. (CCSS: W.5.6)

CONTENT AREA	CO.6.2.	Reading for All Purposes
STANDARD	6.2.3.	Word meanings are determined by how they are designed and how they are used in context. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	6.2.3.c.	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. (CCSS: L.6.6)
CONTENT AREA	CO.6.3.	Writing and Composition
STANDARD	6.3.1.	Writing literary genres for intended audiences and purposes requires ideas, organization, and voice. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	6.3.1.a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
EVIDENCE OUTCOMES	6.3.1.a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
CONTENT AREA	CO.6.3.	Writing and Composition
STANDARD	6.3.1.	Writing literary genres for intended audiences and purposes requires ideas, organization, and voice. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	6.3.1.f.	Use word choice, sentence structure, and sentence length to create voice and tone in writing.
CONTENT AREA	CO.6.3.	Writing and Composition
STANDARD	6.3.2.	Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	6.3.2.a.	Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1)
EVIDENCE OUTCOMES	6.3.2.a.iii.	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c)
CONTENT AREA	CO.6.3.	Writing and Composition
STANDARD	6.3.2.	Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	6.3.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
EVIDENCE OUTCOMES	6.3.2.b.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	CO.6.3.	Writing and Composition
STANDARD	6.3.2.	Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	6.3.2.c.	Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	6.3.2.g.	Analyze and improve clarity of paragraphs and transitions.
CONTENT AREA	CO.6.3.	Writing and Composition
STANDARD	6.3.3.	Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	6.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
EVIDENCE OUTCOMES	6.3.3.a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional

CONTENT AREA	CO.6.3.	Writing and Composition
STANDARD	6.3.3.	Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	6.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
EVIDENCE OUTCOMES	6.3.3.b.ii.	Spell correctly. (CCSS: L.6.2b)
CONTENT AREA	CO.6.3.	Writing and Composition
STANDARD	6.3.3.	Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	6.3.3.f.	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 three pages in a single sitting. (CCSS: W.6.6)

Colorado Academic Standards (CAS)

Language Arts

Grade **7** - Adopted: **2010**

CONTENT AREA	CO.7.1.	Oral Expression and Listening
STANDARD	7.1.1.	Formal presentations require preparation and effective delivery. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	7.1.1.a.	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. (CCSS: SL.7.4)
CONTENT AREA	CO.7.2.	Reading for All Purposes
STANDARD	7.2.3.	Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	7.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
EVIDENCE OUTCOMES	7.2.3.a.vi.	Differentiate between primary and secondary meanings of words.
CONTENT AREA	CO.7.2.	Reading for All Purposes
STANDARD	7.2.3.	Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	7.2.3.c.	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. (CCSS: L.7.6)
CONTENT AREA	CO.7.3.	Writing and Composition
STANDARD	7.3.2.	Organization is used when composing informational and persuasive texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	7.3.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
EVIDENCE OUTCOMES	7.3.2.b.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
CONTENT AREA	CO.7.3.	Writing and Composition
STANDARD	7.3.3.	Editing writing for proper grammar, usage, mechanics, and clarity improves written work. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	7.3.3.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2)
EVIDENCE OUTCOMES	7.3.3.a.ii.	Spell correctly. (CCSS: L.7.2b)
CONTENT AREA	CO.7.3.	Writing and Composition
STANDARD	7.3.3.	Editing writing for proper grammar, usage, mechanics, and clarity improves written

		work. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	7.3.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	7.3.3.d.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	7.3.3.f.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS: W.7.6)

Colorado Academic Standards (CAS)

Language Arts

Grade **8** - Adopted: **2010**

CONTENT AREA	CO.8.1.	Oral Expression and Listening
STANDARD	8.1.1.	Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	8.1.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
EVIDENCE OUTCOMES	8.1.1.a.viii.	Demonstrate appropriate verbal and nonverbal delivery techniques (clear enunciation, gesture, volume, pace, use of visuals, and language) for intended effect.
CONTENT AREA	CO.8.1.	Oral Expression and Listening
STANDARD	8.1.2.	A variety of response strategies clarifies meaning or messages. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	8.1.2.a.	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. (CCSS: SL.8.4)
CONTENT AREA	CO.8.2.	Reading for All Purposes
STANDARD	8.2.3.	Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	8.2.3.c.	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. (CCSS: L.8.6)
CONTENT AREA	CO.8.3.	Writing and Composition
STANDARD	8.3.2.	Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	8.3.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
EVIDENCE OUTCOMES	8.3.2.b.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
CONTENT AREA	CO.8.3.	Writing and Composition
STANDARD	8.3.3.	Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	8.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)
EVIDENCE OUTCOMES	8.3.3.b.iv.	Spell correctly. (CCSS: L.8.2c)
CONTENT AREA	CO.8.3.	Writing and Composition
STANDARD	8.3.3.	Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	8.3.3.f.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)

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

CONTENT AREA	CO.9.3.	Writing and Composition
STANDARD	9.3.3.	Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.3.3.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
EVIDENCE OUTCOMES	9.3.3.a.iv.	Spell correctly. (CCSS: L.9-10.2c)
CONTENT AREA	CO.9.3.	Writing and Composition
STANDARD	9.3.3.	Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.3.3.d.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

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Language Arts

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

CONTENT AREA	CO.10.2.	Reading for All Purposes
STANDARD	10.2.3.	Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	10.2.3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	CO.10.3.	Writing and Composition
STANDARD	10.3.1.	Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	10.3.1.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
EVIDENCE OUTCOMES	10.3.1.a.iii.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
CONTENT AREA	CO.10.3.	Writing and Composition
STANDARD	10.3.2.	Organizational writing patterns inform or persuade an audience. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	10.3.2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
EVIDENCE OUTCOMES	10.3.2.a.vi.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
CONTENT AREA	CO.10.3.	Writing and Composition
STANDARD	10.3.3.	Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	10.3.3.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

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

CONTENT AREA	CO.11.1.	Oral Expression and Listening
STANDARD	11.1.1.	Verbal and nonverbal cues impact the intent of communication. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.1.1.c.	Deliver oral talks with clear enunciation, vocabulary, and appropriate organization; nonverbal gestures; and tone.
CONTENT AREA	**CO.11.2.**	**Reading for All Purposes**
STANDARD	11.2.3.	Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.2.3.d.	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. (CCSS: L.11-12.6)
CONTENT AREA	**CO.11.3.**	**Writing and Composition**
STANDARD	11.3.1.	Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.3.1.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.11-12.3)
EVIDENCE OUTCOMES	11.3.1.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.11-12.3d)
CONTENT AREA	**CO.11.3.**	**Writing and Composition**
STANDARD	11.3.2.	Elements of informational and persuasive texts can be refined to inform or influence an audience. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.3.2.b.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2)
EVIDENCE OUTCOMES	11.3.2.b.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d)
CONTENT AREA	**CO.11.3.**	**Writing and Composition**
STANDARD	11.3.3.	Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)
EVIDENCE OUTCOMES	11.3.3.a.i.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a)
CONTENT AREA	**CO.11.3.**	**Writing and Composition**
STANDARD	11.3.3.	Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2)
EVIDENCE OUTCOMES	11.3.3.b.iii.	Spell correctly. (CCSS: L.11-12.2b)
CONTENT AREA	**CO.11.3.**	**Writing and Composition**
STANDARD	11.3.3.	Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.3.3.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

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

CONTENT AREA	**CO.12.3.**	**Writing and Composition**
STANDARD	12.3.3.	Standard English conventions effectively communicate to targeted audiences and purposes. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	12.3.3.a.	Follow the conventions of standard English to write varied, strong, correct, complete sentences.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	12.3.3.a.	Follow the conventions of standard English to write varied, strong, correct, complete sentences.