

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

## Spelling Classroom

### Scrambled Sentences

Summary: Drag and drop the words to form a correct sentence before the time runs out.

#### Colorado Academic Standards (CAS)

##### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.1.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>1.2.1.</b>	<b>Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	1.2.1.e.	Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
<b>EVIDENCE OUTCOMES</b>	1.2.1.e.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
<b>CONTENT AREA</b>	<b>CO.1.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>1.2.2.</b>	<b>Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	1.2.2.e.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)
<b>EVIDENCE OUTCOMES</b>	1.2.2.e.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
<b>CONTENT AREA</b>	<b>CO.1.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>1.2.4.</b>	<b>Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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)
<b>EVIDENCE OUTCOMES</b>	1.2.4.a.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)
<b>CONTENT AREA</b>	<b>CO.1.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>1.2.4.</b>	<b>Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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)
<b>EVIDENCE OUTCOMES</b>	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)
<b>EVIDENCE OUTCOMES</b>	1.2.4.b.ii	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)
<b>CONTENT AREA</b>	<b>CO.1.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>1.2.4.</b>	<b>Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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)
<b>CONTENT AREA</b>	<b>CO.1.3.</b>	<b>Writing and Composition</b>
<b>STANDARD</b>	<b>1.3.2.</b>	<b>Appropriate spelling, conventions, and grammar are applied when writing. Students can:</b>

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.

## Colorado Academic Standards (CAS)

### Language Arts

Grade 2 - Adopted: 2010

CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.2.b.i.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS: RI.2.)
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.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
EVIDENCE OUTCOMES	2.2.3.b.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)
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.c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (CCSS: L.2.4)
EVIDENCE OUTCOMES	2.2.3.c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
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.2.2.	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.e.	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). (CCSS: L.2.6)
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.vi i.	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)

## Colorado Academic Standards (CAS)

### Language Arts

Grade 3 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.3.1.</b>	<b>Oral Expression and Listening</b>
<b>STANDARD</b>	<b>3.1.1.</b>	<b>Oral communication is used both informally and formally. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.1.c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
<b>CONTENT AREA</b>	<b>CO.3.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>3.2.2.</b>	<b>Comprehension strategies are necessary when reading informational or persuasive text. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	3.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
<b>CONTENT AREA</b>	<b>CO.3.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>3.2.3.</b>	<b>Increasing word understanding, word use, and word relationships increases vocabulary. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
EVIDENCE OUTCOMES	3.2.3.b.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)
<b>CONTENT AREA</b>	<b>CO.3.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>3.2.3.</b>	<b>Increasing word understanding, word use, and word relationships increases vocabulary. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.c.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)
EVIDENCE OUTCOMES	3.2.3.c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
<b>CONTENT AREA</b>	<b>CO.3.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>3.2.3.</b>	<b>Increasing word understanding, word use, and word relationships increases vocabulary. Students can:</b>
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.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (CCSS: L.3.5a)
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)
<b>CONTENT AREA</b>	<b>CO.3.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>3.2.3.</b>	<b>Increasing word understanding, word use, and word relationships increases vocabulary. Students can:</b>
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)

**Colorado Academic Standards (CAS)**

**Language Arts**

Grade 4 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.4.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>4.2.2.</b>	<b>Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	4.2.2.b.	Use Craft and Structure to:
<b>EVIDENCE OUTCOMES</b>	4.2.2.b.i.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)
<b>CONTENT AREA</b>	<b>CO.4.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>4.2.3.</b>	<b>Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	4.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
<b>EVIDENCE OUTCOMES</b>	4.2.3.b.ii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
<b>CONTENT AREA</b>	<b>CO.4.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>4.2.3.</b>	<b>Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	4.2.3.c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)
<b>EVIDENCE OUTCOMES</b>	4.2.3.c.i.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)
<b>CONTENT AREA</b>	<b>CO.4.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>4.2.3.</b>	<b>Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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)
<b>CONTENT AREA</b>	<b>CO.4.3.</b>	<b>Writing and Composition</b>
<b>STANDARD</b>	<b>4.3.3.</b>	<b>Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	4.3.3.f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
<b>EVIDENCE OUTCOMES</b>	4.3.3.f.vii	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)

**Colorado Academic Standards (CAS)**

**Language Arts**

Grade 5 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.5.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>5.2.2.</b>	<b>Ideas found in a variety of informational texts need to be compared and understood. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	5.2.2.b.	Use Craft and Structure to:
<b>EVIDENCE OUTCOMES</b>	5.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
<b>CONTENT AREA</b>	<b>CO.5.2.</b>	<b>Reading for All Purposes</b>

<b>STANDARD</b>	<b>5.2.3.</b>	<b>Knowledge of morphology and word relationships matters when reading. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	5.2.3.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. (CCSS: L.5.4)
<b>EVIDENCE OUTCOMES</b>	5.2.3.b.i.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
<b>CONTENT AREA</b>	<b>CO.5.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>5.2.3.</b>	<b>Knowledge of morphology and word relationships matters when reading. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	5.2.3.g.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
<b>EVIDENCE OUTCOMES</b>	5.2.3.g.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

**Colorado Academic Standards (CAS)**

**Language Arts**

Grade 6 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.6.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>6.2.2.</b>	<b>Organizing structure to understand and analyze factual information. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	6.2.2.b.	Use Craft and Structure to:
<b>EVIDENCE OUTCOMES</b>	6.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
<b>CONTENT AREA</b>	<b>CO.6.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>6.2.3.</b>	<b>Word meanings are determined by how they are designed and how they are used in context. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	6.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
<b>EVIDENCE OUTCOMES</b>	6.2.3.a.i.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
<b>EVIDENCE OUTCOMES</b>	6.2.3.a.vi	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
<b>CONTENT AREA</b>	<b>CO.6.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>6.2.3.</b>	<b>Word meanings are determined by how they are designed and how they are used in context. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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)
<b>CONTENT AREA</b>	<b>CO.6.3.</b>	<b>Writing and Composition</b>
<b>STANDARD</b>	<b>6.3.3.</b>	<b>Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	6.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
<b>EVIDENCE OUTCOMES</b>	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 language. (CCSS: L.6.1e)

**Colorado Academic Standards (CAS)**

**Language Arts**

Grade 7 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.7.1.</b>	<b>Oral Expression and Listening</b>
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<b>STANDARD</b>	<b>7.1.1.</b>	<b>Formal presentations require preparation and effective delivery. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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)
<b>CONTENT AREA</b>	<b>CO.7.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>7.2.2.</b>	<b>Informational and persuasive texts are summarized and evaluated. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	7.2.2.b.	Use Craft and Structure to:
<b>EVIDENCE OUTCOMES</b>	7.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
<b>CONTENT AREA</b>	<b>CO.7.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>7.2.3.</b>	<b>Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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)
<b>EVIDENCE OUTCOMES</b>	7.2.3.a.i.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
<b>EVIDENCE OUTCOMES</b>	7.2.3.a.v.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
<b>EVIDENCE OUTCOMES</b>	7.2.3.a.vi.	Differentiate between primary and secondary meanings of words.
<b>CONTENT AREA</b>	<b>CO.7.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>7.2.3.</b>	<b>Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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)
<b>CONTENT AREA</b>	<b>CO.7.3.</b>	<b>Writing and Composition</b>
<b>STANDARD</b>	<b>7.3.3.</b>	<b>Editing writing for proper grammar, usage, mechanics, and clarity improves written work. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	7.3.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

## Colorado Academic Standards (CAS)

### Language Arts

Grade 8 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.8.1.</b>	<b>Oral Expression and Listening</b>
<b>STANDARD</b>	<b>8.1.1.</b>	<b>Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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)
<b>EVIDENCE OUTCOMES</b>	8.1.1.a.vi.ii.	Demonstrate appropriate verbal and nonverbal delivery techniques (clear enunciation, gesture, volume, pace, use of visuals, and language) for intended effect.
<b>CONTENT AREA</b>	<b>CO.8.1.</b>	<b>Oral Expression and Listening</b>
<b>STANDARD</b>	<b>8.1.2.</b>	<b>A variety of response strategies clarifies meaning or messages. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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)
<b>CONTENT AREA</b>	<b>CO.8.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>8.2.2.</b>	<b>Quality comprehension and interpretation of informational and persuasive texts</b>



		<b>demand monitoring and self-assessment. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	8.2.2.b.	Use Craft and Structure to:
<b>EVIDENCE OUTCOMES</b>	8.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
<b>CONTENT AREA</b>	<b>CO.8.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	8.2.3.	Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. Students can:
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	8.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
<b>EVIDENCE OUTCOMES</b>	8.2.3.a.iv.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
<b>EVIDENCE OUTCOMES</b>	8.2.3.a.vi.i.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
<b>CONTENT AREA</b>	<b>CO.8.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	8.2.3.	Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. Students can:
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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)

### Colorado Academic Standards (CAS)

#### Language Arts

Grade 9 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.9.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	9.2.2.	Increasingly complex informational texts require mature interpretation and study. Students can:
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	9.2.2.f.	Critique author's choice of expository, narrative, persuasive, or descriptive modes to convey a message.

### Colorado Academic Standards (CAS)

#### Language Arts

Grade 10 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.10.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	10.2.2.	The development of new ideas and concepts within informational and persuasive manuscripts. Students can:
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	10.2.2.e.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
<b>CONTENT AREA</b>	<b>CO.10.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	10.2.3.	Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. Students can:
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	10.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)
<b>EVIDENCE OUTCOMES</b>	10.2.3.a.i.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
<b>EVIDENCE OUTCOMES</b>	10.2.3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
<b>CONTENT AREA</b>	<b>CO.10.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	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)

### Colorado Academic Standards (CAS)

#### Language Arts

Grade 11 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.11.1.</b>	<b>Oral Expression and Listening</b>
<b>STANDARD</b>	<b>11.1.1.</b>	<b>Verbal and nonverbal cues impact the intent of communication. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.1.1.c.	Deliver oral talks with clear enunciation, vocabulary, and appropriate organization; nonverbal gestures; and tone.
<b>CONTENT AREA</b>	<b>CO.11.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>11.2.2.</b>	<b>Ideas synthesized from informational texts serve a specific purpose. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	11.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4)
<b>CONTENT AREA</b>	<b>CO.11.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>11.2.3.</b>	<b>Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.2.3.b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
EVIDENCE OUTCOMES	11.2.3.b.i	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.11-12.4a)
EVIDENCE OUTCOMES	11.2.3.b.i v.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.11-12.4d)
<b>CONTENT AREA</b>	<b>CO.11.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>11.2.3.</b>	<b>Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts. Students can:</b>
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)
<b>CONTENT AREA</b>	<b>CO.11.3.</b>	<b>Writing and Composition</b>
<b>STANDARD</b>	<b>11.3.3.</b>	<b>Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity. Students can:</b>
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)

### Colorado Academic Standards (CAS)

#### Language Arts

Grade 12 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.12.3.</b>	<b>Writing and Composition</b>
<b>STANDARD</b>	<b>12.3.3.</b>	<b>Standard English conventions effectively communicate to targeted audiences and purposes. Students can:</b>
CONCEPTS AND SKILLS /	12.3.3.a.	Follow the conventions of standard English to write varied, strong, correct, complete sentences.



