

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

Sentence Completion

Summary: Match words with their appropriate contextual sentence.

Colorado Academic Standards (CAS)

Language Arts

Grade 1 - Adopted: 2010

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)
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)
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)
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.ii	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.1.2.	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)

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2010

CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	2.2.1.a.i.	Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.
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)

Colorado Academic Standards (CAS)

Language Arts

Grade 3 - Adopted: 2010

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.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: RF.3.4c)
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	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)

OUTCOMES		
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)
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.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)
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)

Colorado Academic Standards (CAS)

Language Arts

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.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
EVIDENCE OUTCOMES	4.2.3.b.ii i.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
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.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)
EVIDENCE OUTCOMES	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)
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.4.4.	Research and Reasoning
STANDARD	4.4.2.	Identifying implications, concepts, and ideas enriches reasoning skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.4.2.c.	Identify the key concepts and ideas they and others use.

Colorado Academic Standards (CAS)

Language Arts

Grade 5 - Adopted: 2010

CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.3.	Knowledge of morphology and word relationships matters when reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	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)
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.3.	Knowledge of morphology and word relationships matters when reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.3.e.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.3.	Knowledge of morphology and word relationships matters when reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.3.g.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
EVIDENCE OUTCOMES	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

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.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)
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	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)
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.6.4.	Research and Reasoning
STANDARD	6.4.3.	Monitoring the thinking of self and others is a disciplined way to maintain awareness. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	6.4.3.b.	Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy).

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2010

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.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)
EVIDENCE OUTCOMES	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)
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)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2010

CONTENT AREA	CO.8.2.	Reading for All Purposes
STANDARD	8.2.1.	Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	8.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	8.2.1.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.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.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)
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	8.2.3.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.8.4d)
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.8.4.	Research and Reasoning
STANDARD	8.4.2.	Common fallacies and errors occur in reasoning. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	8.4.2.a.	Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	8.4.2.b.	Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	8.4.2.d.	Differentiate between valid and faulty generalizations.

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2010

CONTENT AREA	CO.9.4.	Research and Reasoning
STANDARD	9.4.2.	Effective problem-solving strategies require high-quality reasoning. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.4.2.a.	Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.4.2.b.	Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.

Colorado Academic Standards (CAS)

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.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)
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	10.2.3.a.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.9-10.4d)
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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2010

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.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)
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.11.4.	Research and Reasoning

STANDARD	11.4.2.	Complex situations require critical thinking across multiple disciplines. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.4.2.b.	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.4.2.e.	Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others.
CONTENT AREA	CO.11.4.	Research and Reasoning
STANDARD	11.4.3.	Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.4.3.a.	Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.4.3.b.	Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.4.3.c.	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness).
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	11.4.3.d.	Evaluate the reasoning of self and others for quality, strong-sense thinking.

Colorado Academic Standards (CAS)

Language Arts

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.