

**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

### Vocabulary Test

Summary: Select the correct definition for each word in this multiple choice environment.

#### Colorado Academic Standards (CAS)

##### Language Arts

Grade 1 - Adopted: 2010

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 i.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)

#### 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)

#### 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.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.iii	Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
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

<b>STANDARD</b>	<b>3.2.3.</b>	<b>Increasing word understanding, word use, and word relationships increases vocabulary. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	<b>3.2.3.e.</b>	<b>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)</b>

**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>4.2.3.</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>	<b>4.2.3.d.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)</b>
<b>EVIDENCE OUTCOMES</b>	<b>4.2.3.d.ii.</b>	<b>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)</b>
<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>	<b>4.2.3.e.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)</b>

**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>5.2.1.</b>	<b>Literary texts are understood and interpreted using a range of strategies. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	<b>5.2.1.c.</b>	<b>Use Craft and Structure to:</b>
<b>EVIDENCE OUTCOMES</b>	<b>5.2.1.c.ii.</b>	<b>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5c)</b>

**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>6.2.3.</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>	<b>6.2.3.a.</b>	<b>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>
<b>EVIDENCE OUTCOMES</b>	<b>6.2.3.a.iv.</b>	<b>Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word.</b>
<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>	<b>6.2.3.c.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)</b>
<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.7.2.</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.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.b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5)
<b>EVIDENCE OUTCOMES</b>	7.2.3.b.iii	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)

<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.8.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>8.2.3.</b>	<b>Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	8.2.3.b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)
<b>EVIDENCE OUTCOMES</b>	8.2.3.b.ii.	Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)

<b>CONTENT AREA</b>	<b>CO.8.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>8.2.3.</b>	<b>Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE</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)

OUTCOMES		
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**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>	<b>10.2.3.</b>	<b>Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	<b>10.2.3.c.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)</b>

**Colorado Academic Standards (CAS)**

**Language Arts**

Grade 11 - Adopted: 2010

<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>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	<b>11.2.3.d.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)</b>
<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>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	<b>11.3.3.a.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)</b>
<b>EVIDENCE OUTCOMES</b>	<b>11.3.3.a.i</b>	<b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a)</b>