

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

Word Introduction

Summary: Words are pronounced and introduced in a contextual setting.

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	1.2.3.	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.vi	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.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)
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.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	2.2.1.	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	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)

OUTCOMES		
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.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)

Colorado Academic Standards (CAS)

Language Arts

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.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)
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.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
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 /	3.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)

EVIDENCE OUTCOMES		
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)
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)

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.d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
EVIDENCE OUTCOMES	4.2.3.d.ii i.	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)
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

SKILLS / EVIDENCE OUTCOMES		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	4.3.3.	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)

Colorado Academic Standards (CAS)

Language Arts

Grade 5 - Adopted: 2010

CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.1.	Literary texts are understood and interpreted using a range of strategies. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.1.c.	Use Craft and Structure to:
EVIDENCE OUTCOMES	5.2.1.c.ii.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5c)
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)
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)

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.iv	Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word.
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.6.3.	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 language. (CCSS: L.6.1e)
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)

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.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.b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5)
EVIDENCE OUTCOMES	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)
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	7.3.3.	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)

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.vi ii.	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	8.2.1.	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.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)
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.b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)
EVIDENCE OUTCOMES	8.2.3.b.ii.	Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)
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	8.3.3.	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)

Colorado Academic Standards (CAS)

Language Arts

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)

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.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)

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.11.1.	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.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.11.3.	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.i.	Spell correctly. (CCSS: L.11-12.2b)