

**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

### Writing Sentences

Summary: Hear each word and then type in a sentence using the word in context.

#### 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>1.2.3.</b>	<b>Decoding words require the application of alphabetic principles, letter sounds, and letter combinations. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	1.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
<b>EVIDENCE OUTCOMES</b>	1.2.3.a.vi i.	Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)
<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 i.	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.1.3.</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>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	1.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
<b>EVIDENCE OUTCOMES</b>	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)
<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>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	1.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
<b>EVIDENCE OUTCOMES</b>	1.3.2.b.i.	Write complete simple sentences.
<b>EVIDENCE OUTCOMES</b>	1.3.2.b.v.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
<b>EVIDENCE OUTCOMES</b>	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

<b>CONTENT AREA</b>	<b>CO.2.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>2.2.3.</b>	<b>Decoding words with accuracy depends on knowledge of complex spelling patterns</b>

		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)
<b>CONTENT AREA</b>	<b>CO.2.3.</b>	<b>Writing and Composition</b>
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	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)
EVIDENCE OUTCOMES	2.3.3.a.ix	Spell high-frequency words correctly
<b>CONTENT AREA</b>	<b>CO.2.3.</b>	<b>Writing and Composition</b>
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

<b>CONTENT AREA</b>	<b>CO.3.1.</b>	<b>Oral Expression and Listening</b>
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.
<b>CONTENT AREA</b>	<b>CO.3.2.</b>	<b>Reading for All Purposes</b>
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)
<b>CONTENT AREA</b>	<b>CO.3.2.</b>	<b>Reading for All Purposes</b>
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)
<b>CONTENT AREA</b>	<b>CO.3.2.</b>	<b>Reading for All Purposes</b>
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)
<b>CONTENT AREA</b>	<b>CO.3.3.</b>	<b>Writing and Composition</b>

<b>STANDARD</b>	<b>3.3.3.</b>	<b>Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	<b>3.3.3.f.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)</b>
<b>EVIDENCE OUTCOMES</b>	<b>3.3.3.f.v.</b>	<b>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)</b>
<b>EVIDENCE OUTCOMES</b>	<b>3.3.3.f.vi.</b>	<b>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)</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.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>
<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>	<b>4.3.3.f.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)</b>
<b>EVIDENCE OUTCOMES</b>	<b>4.3.3.f.vii.</b>	<b>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)</b>
<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>	<b>4.3.3.g.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)</b>
<b>EVIDENCE OUTCOMES</b>	<b>4.3.3.g.iv.</b>	<b>Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)</b>

**Colorado Academic Standards (CAS)**

**Language Arts**

Grade 5 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.5.3.</b>	<b>Writing and Composition</b>
<b>STANDARD</b>	<b>5.3.3.</b>	<b>Conventions apply consistently when evaluating written texts. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	<b>5.3.3.a.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)</b>
<b>EVIDENCE OUTCOMES</b>	<b>5.3.3.a.v.</b>	<b>Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)</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 /</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</b>

EVIDENCE OUTCOMES		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)
<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.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
<b>EVIDENCE OUTCOMES</b>	6.3.3.b.ii	Spell correctly. (CCSS: L.6.2b)

### 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>
<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>7.2.3.</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.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.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2)
<b>EVIDENCE OUTCOMES</b>	7.3.3.a.ii.	Spell correctly. (CCSS: L.7.2b)
<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>8.2.3.</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.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)
<b>CONTENT AREA</b>	<b>CO.8.3.</b>	<b>Writing and Composition</b>
<b>STANDARD</b>	<b>8.3.3.</b>	<b>Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	8.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)
<b>EVIDENCE OUTCOMES</b>	8.3.3.b.iv	Spell correctly. (CCSS: L.8.2c)

**Colorado Academic Standards (CAS)**

**Language Arts**

Grade 9 - Adopted: 2010

<b>CONTENT AREA</b>	<b>CO.9.3.</b>	<b>Writing and Composition</b>
<b>STANDARD</b>	<b>9.3.3.</b>	<b>Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	9.3.3.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
<b>EVIDENCE OUTCOMES</b>	9.3.3.a.iv	Spell correctly. (CCSS: L.9-10.2c)

**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>	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>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	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>11.2.3.</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>	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>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	11.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)
<b>EVIDENCE OUTCOMES</b>	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)
<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>	11.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2)
<b>EVIDENCE OUTCOMES</b>	11.3.3.b.i.	Spell correctly. (CCSS: L.11-12.2b)

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