Colorado Academic Standards

Reading, Writing and Communicating

Third Grade – Fifth Grade

COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

Reading, Writing, and Communicating Standards Review and Revision Committee

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English Language Arts District Curriculum
Coordinator
St. Vrain Valley School District

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Teacher/Instructional Coach
Montrose County School District RE-1J

Elementary Team Lead/Co-Chair
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Teacher
Cheyenne Mountain School District 12

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University of Colorado Colorado Springs

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Teacher
Cherry Creek Schools

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St. Vrain Valley School District

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Teacher
District 49

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Adams 12 Five Star Schools

Erica Moore
Teacher
Adams 12 Five Star Schools

Courtney Parker
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Purpose of Reading, Writing, and Communicating

"Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested…."

--Francis Bacon

"If you cannot write well, you cannot think well, and if you cannot think well, others will do your thinking for you."

--George Orwell

A strong command of the language arts (reading, writing, speaking, and listening) is vital for being a successful student and ultimately a productive member of the 21st century workforce. Language skills have always been fundamental for academic and professional success. However, students in the 21st century are now facing more complex challenges in an ever-changing global society. These challenges have created the need for rigorous state standards in reading, writing, speaking, and listening.

Literacy – meaning the ability to construe a written, linguistic, alphabetic symbol system – is arguably the most important skill students acquire in preschool through twelfth-grade education because it makes all other forms of higher-order learning, critical thinking, and communication possible.

The study of reading, writing, and communicating is therefore essential to all other study in early childhood education, primary school, and secondary school. Such study comprises not only the fundamental knowledge and skills of language arts (reading, writing, speaking, and listening), but also the knowledge and skills of discourse (dialogue and discussion) and rhetoric (the ability to make arguments and to think critically about arguments made by others) and the knowledge and skills involved in responding to imaginative literature.

Language skills are necessary for academic success in all disciplines. The ability to integrate reading, writing, speaking, and listening effectively builds understanding across all academic subjects as well as allowing for the development of 21st century skills within the context of these subjects. Critical thinking and reasoning, information literacy, collaboration, self-direction, and innovation are vital 21st century skills.

Standards for reading, writing, and communicating in all grades must be clear and rigorous so that our public educational system gives students the skills, knowledge, and confidence they need to succeed in postsecondary education and the workforce, to be well-informed and responsible citizens, and to lead more fulfilling personal lives.

The Colorado Academic Standards in reading, writing, and communicating were written for all students using the content, concepts, skills and language conventions and structures found within the English language. This does not mean students must be native English speakers, nor fluent English proficient, but by utilizing the Colorado English Language Proficiency standards (Office of Culturally and

Linguistically Diverse Education) in tandem with the Colorado Academic Standards, qualified and well prepared educators can ensure that all English Learners receive appropriate support to ensure all students successfully meet the expectations in the standards.

Prepared Graduates in Reading, Writing, and Communicating

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

2. Deliver effective oral presentations for varied audiences and varied purposes.

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

6. Craft arguments using techniques specific to the genre.

7. Craft informational/explanatory texts using techniques specific to the genre.

8. Craft narratives using techniques specific to the genre.

9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Standards in Reading, Writing, and Communicating

The Colorado Academic Standards in reading, writing, and communicating are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience. The four standards of reading, writing, and communicating are:

1. Oral Expression and Listening
Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.

Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students in Colorado develop oral language skills in listening and speaking, and master the written language skills of reading and writing. Specifically, holding Colorado students accountable for language mastery from the perspectives of scientific research in linguistics, cognitive psychology, human information processing, brain-behavior relationships, and socio-cultural perspectives on language development will allow students to master 21st century skills and serve the state, region, and nation well.

2. Reading for All Purposes
Literacy skills are essential for students to fully participate in and expand their understanding of today's global society. Whether they are reading functional texts (voting ballots, a map, a train schedule, a driver's test, a job application, a text message, product labels); reference materials (textbooks, technical manuals, electronic media); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.

3. Writing and Composition
Writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

4. Research Inquiry and Design
Effective researching involves critical thinking, thoughtful inquiry, and consideration of multiple points of view on a given topic. Students will generate engaging research questions and gather data, expert testimony, and information to support their analyses and conclusions.

Individually and in collaboration with others, students will learn the skills necessary to consider biases, evaluate sources, synthesize information, and defend their positions. In addition, as students' progress, they will consider opposing perspectives and address counterarguments to their claims and the evidence they provide in support of their argument.

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects include a separate standard for Language. In this document, those Language expectations are integrated into the four standards above as appropriate.

Instructional Implications with the Revised Standards

The Colorado Academic Standards identify the student expectations for year-end mastery of the skills and knowledge in each discipline. As we consider these student outcomes, we need to be aware of the instructional implications inherent in the Standards. Teacher behavior precedes student behavior, so we must be deliberate in our planning and classroom practices to achieve the desired student learning outcomes.

Proportion of Informational Text to Literary Text

The proportion of literary text and expository/informational text will change throughout a student's academic career. The National Assessment of Educational Progress (NAEP) suggests that by 4th Grade, students read a 50/50 proportion of literary and informational texts. In addition, the What Works Clearinghouse, in its publication *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, encourages teachers to use informational texts so students gain the academic language necessary to succeed across content areas (p.7). In addition, paired texts -- whether nonfiction and nonfiction; nonfiction and fiction; nonfiction and poetry – has instructional payoff as students work with texts within and across genres to explore topics and themes.

The proportion of informational text to literary text in 8th grade is approximately 55% informational and 45% literary. By 12th grade, students should be reading and studying approximately 70% of informational texts and 30% literary texts.

This progression, particularly in grades 6-12, is seen across the curriculum **throughout the students' school day and academic life**. That is, English language arts teachers should maintain a robust reading list of literary works. In addition, teachers in other academic disciplines – social studies, science, the arts, computer science, health, and technical areas – should bolster their instruction with engaging and complex informational texts. The commitment to **disciplinary literacy** reinforces the importance to provide deliberate and intentional instruction that honors the language and types of texts found in all content areas. At year's end, a student will have received multiple and ongoing opportunities to engage in complex texts in all academic disciplines.

Early Literacy: Kindergarten through Third Grade

The importance of developing a strong foundation in early literacy cannot be refuted.

Evidence Outcomes in Standard 1: Oral Expression and Listening and in Standard 2: Reading for all Purposes marked with an asterisk (*) are the minimum competencies identified in the READ Act. The Standards, as represented by the minimum skills competencies, move students through the foundational skills to establish the strong foundation for proficient readers in phonemic awareness, phonics, fluency, and vocabulary. Ultimately, the end goal is for readers to be able to comprehend texts of varying levels of complexity, and in later grades, in all content areas.

Teachers of reading in elementary schools throughout Colorado should teach students academic language skills, develop awareness of the segments of sounds, teach students to decode words and analyze word parts, and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. While there is an abundance of instructional resources available to teachers, beginning with their own basal readers in their schools and districts, the What Works Clearinghouse has two very rich practice guides: *Improving Reading Comprehension in Kindergarten Through 3rd Grade* and *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.*

"Close Reading" Practices and Other Instructional Approaches

Instructional practice should include establishing context for the reading, setting a purpose, and frontloading vocabulary to support students working with texts of varying levels of complexity. While "close reading" of complex texts is a valuable practice, teachers should use a range of strategies to develop strong readers in all disciplines. Developing effective question-generation strategies, writing text-dependent questions, using reciprocal teaching methods, and frontloading vocabulary are all worthy practices to engage students in reading materials in all content areas.

The Teaching of Writing

Teachers in primary and intermediate grades should pay particular attention to the skills identified in Grade Level Expectations (GLE) 3 in Writing and Composition (Standard 3). Our younger writers will benefit from direct instruction in conventions to develop a written vocabulary, command over syntactical structures and rich sentences, logical ordering of sentences in paragraphs, and effective paragraphing. Writing instruction should move back and forth between "whole to part" and "part to whole"; that is, students should understand the concept of a larger piece of writing (e.g., a book, a brochure, an essay, a narrative) and the parts that comprise the piece of writing (e.g., word choice, varied sentence lengths and structure, order of ideas presented).

How to Read the Colorado Academic Standards

CONTENT AREA
Grade Level, Standard Category

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Prepared Graduates:
The *PG Statements* represent concepts and skills that all students who complete the Colorado education system must master to ensure their success in postsecondary and workforce settings.

Grade Level Expectation:
The *GLEs* are an articulation of the concepts and skills for a grade, grade band, or range that students must master to ensure their progress toward becoming a prepared graduate.

Evidence Outcomes

The *EOs* describe the evidence that demonstrates that a student is meeting the GLE at a mastery level.

Academic Context and Connections

The *ACCs* provide context for interpreting, connecting, and applying the content and skills of the GLE. This includes the *Colorado Essential Skills*, which are the critical skills needed to prepare students to successfully enter the workforce or educational opportunities beyond high school embedded within statute (C.R.S. 22-7-1005) and identified by the Colorado Workforce Development Committee.

The ACCs contain information unique to each content area. Content-specific elements of the ACCs are described below.

Grade Level, Standard Category	2020 Colorado Academic Standards	GLE Code

Academic Context and Connections in Reading, Writing, and Communicating:

Colorado Essential Skills: These statements describe how the learning of the content and skills described by the GLE and EOs connects to and supports the development of the *Colorado Essential Skills* named in the parentheses.

Essential Questions: These "big picture" questions ask students to more deeply explore the concepts and skills expressed in the GLE.

Essential Reasoning Skills: These skills develop critical thinking, building awareness to multiple perspectives, and engage students in "thinking about their thinking" and to consider their own attitudes, beliefs, and biases on issues.

Minimum Skills Competencies: Evidence Outcomes in *Standard 1: Oral Expression and Listening* and in *Standard 2: Reading for all Purposes* marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Participate cooperatively in group activities.

Evidence Outcomes

Students Can:

a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL 3.1)
   i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a)
   ii. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
   iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
   iv. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)
c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)

Academic Context and Connections

Colorado Essential Skills:

1. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
2. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:

1. What are the different kinds of roles people have when working in a group?
2. What characteristics do effective group members have?
3. How do we have a collaborative conversation?

Essential Reasoning Skills:

1. Thoughtful speakers and listeners share, expand, and reflect on each other's ideas.

Colorado Academic Standards
Reading, Writing, and Communicating

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Prepared Graduates:
2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:
2. Communicate using appropriate language in informal and formal situations.

Evidence Outcomes

Students Can:
a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)
b. Distinguish different levels of formality.
c. Speak clearly, using appropriate volume and pitch for the purpose and audience.
d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience.
e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)
f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)

Academic Context and Connections

Colorado Essential Skills:
1. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
2. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:
1. Why is it important to speak clearly with appropriate volume and pitch?
2. What information is important to consider when giving a presentation?

Essential Reasoning Skills:
1. Effective communicators can present to diverse audiences.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Apply strategies to fluently read and comprehend various literary texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1) *
   ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). *
   iii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
   iv. Summarize central ideas and important details from a text. *
   v. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.
   vi. Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)
b. Use Craft and Structure to:
   i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)*
   ii. Use signal words (such as *before*, *after*, *next*) and text structure (narrative, chronology) to determine the sequence of major events
   iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)
   iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)

c. Use Integration of Knowledge and Ideas to:
   i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)
   ii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9) *
d. Use Range of Reading and Complexity of Text to:
   i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS: RL.3.10)
e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation. *

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 107 words per minute in the spring with fluency. *
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
4. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:
1. How do we use different reading strategies to better understand a variety of texts?
2. How is accuracy in reading like accuracy in mathematics?
3. How does structure affect our understanding of a text?
4. How does comparing two texts help our understanding of what we read?

Essential Reasoning Skills:
1. Critical readers use appropriate strategies to understand, describe, summarize and reflect on texts.

Minimum Skills Competencies:
1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Colorado Academic Standards
Reading, Writing, and Communicating

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Apply strategies to fluently read and comprehend various informational texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1) *
   ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) *
   iii. Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text *
   iv. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3) *

b. Use Craft and Structure to:
   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)
   ii. Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)
   iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)
   iv. Use semantic cues and signal words (for example: *because* and *although*) to identify cause/effect and compare/contrast relationships. *

c. Use Integration of Knowledge and Ideas to:
   i. Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: *where*, *when*, *why*, and *how* key events occur). (CCSS: RI.3.7)
   ii. Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8) *
   iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9) *

d. Use Range of Reading and Complexity of Text to:
   i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) *

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 107 words per minute in the spring with fluency. *
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
4. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. How do readers use different reading strategies to better understand a variety of texts?
2. How is accuracy in reading like accuracy in mathematics?
3. How does structure affect our understanding of a text?
4. How does comparing two texts help our understanding of what we read?

Essential Reasoning Skills:

1. Critical readers evaluate and draw logical conclusions from informational texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes

Students Can:

a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
   i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a) *
   ii. Decode words with common Latin suffixes. (CCSS: RF.3.3b) *
   iii. Decode multisyllable words. (CCSS: RF.3.3c) *
   iv. Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d) *
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
   i. Read grade-level text with purpose and understanding. (CCSS.3.4a)
   ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b)
   iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)
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)
   i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) *
   ii. Determine the meaning of the new word formed when a known affix is added to a known word (for example: *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (CCSS: L.3.4b) *

   iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. *
   iv. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *company, companion*). (CCSS: L.3.4c) *
   v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)
   vi. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. *
d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
   i. Distinguish the literal and nonliteral meanings of words and phrases in context (for example: *take steps*). (CCSS: L.3.5a)
   ii. Identify real-life connections between words and their use (for example: describe people who are *friendly* or *helpful*). (CCSS: L.3.5b)
   iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: *knew, believed, suspected, heard, wondered*). (CCSS: L.3.5c)
e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: *After dinner that night we went looking for them*). (CCSS: L.3.6)

Colorado
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Reading, Writing,
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Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 107 words per minute in the spring with fluency. *
2. Investigate to form hypotheses, make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
3. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
4. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)
5. The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade. *

Essential Questions:

1. How do prefixes and suffixes change the meaning of a word?
2. How does the root word help us understand the meaning of a word?

Essential Reasoning Skills:

1. Critical readers use appropriate strategies to monitor meaning of texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

COLORADO
Department of Education

Prepared Graduates:
6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

Evidence Outcomes

Students Can:
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (CCSS: W.3.1a)
b. Provide reasons that support the opinion. (CCSS: W.3.1b)
c. Use linking words and phrases (for example: *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. (CCSS: W.3.1c)
d. Provide a concluding statement or section. (CCSS: W.3.1d)

Academic Context and Connections

Colorado Essential Skills:
1. Regulate reactions to differing perspective. (Personal Skills, Adaptability/Flexibility)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:
1. How do we connect ideas when writing?
2. How do we structure writing effectively?
3. How do we support our opinions?

Essential Reasoning Skills:
1. Critical writers can justify their opinions to others.

Colorado Academic Standards
Reading, Writing, and Communicating

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Prepared Graduates:
7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:
2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.

Evidence Outcomes

Students Can:
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
b. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
c. Use linking words and phrases (for example: *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. (CCSS: W.3c)
d. Provide a concluding statement or section. (CCSS: W.3.2d)

Academic Context and Connections

Colorado Essential Skills:
1. Define the problem using a variety of strategies. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:
1. How do we gather accurate information?
2. Why is it important for us to label text features?
3. How do we structure writing effectively?

Essential Reasoning Skills:
1. Critical writers can assess (for example: accuracy, clarity, and relevance) information from a variety of sources.

Colorado Academic Standards
Reading, Writing, and Communicating

Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.

Evidence Outcomes

Students Can:
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)
c. Use temporal words and phrases to signal event order. (CCSS: W.3c)
d. Provide a sense of closure. (CCSS: W.3.3d)

Academic Context and Connections

Colorado Essential Skills:
1. Appropriate express one's own emotions, thoughts, and values and identify how they influence behavior. (Personal Skills, Self-Awareness)
2. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
3. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

Essential Questions:
1. Why do we use dialogue and description in narrative writing?
2. How do we structure our writing effectively?

Essential Reasoning Skills:
1. Critical writers use dialogue to enhance narratives and express points.

COLORADO
Department of Education

Prepared Graduates:
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Grade Level Expectation:
4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
   i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
   ii. Use abstract nouns (for example: *childhood*). (CCSS: L.3.1c)
   iii. Form and use regular and irregular verbs. (CCSS: L.3.1d)
   iv. Form and use the simple (for example: I *walked*; I *walk*; I *will walk*) verb tenses. (CCSS: L.3.1e)
   v. Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f)
   vi. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)
   vii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)
   viii. Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i)
   ix. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
   i. Capitalize appropriate words in titles. (CCSS: L.3.2a)
   ii. Use commas in addresses. (CCSS: L.3.2b)
   iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c)
   iv. Form and use possessives. (CCSS: L.3.2d)
   v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: *sitting*, *smiled*, *cries*, *happiness*). (CCSS: L.3.2e)
   vi. Use spelling patterns and generalizations (for example: *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words. (CCSS: L.3.2f)
   vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
   i. Choose words and phrases for effect. (CCSS: L.3.3a)
   ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)
d. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
f. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.3.10)

Colorado Academic Standards

Reading, Writing, and Communicating

Academic Context and Connections

Colorado Essential Skills:
1. Set goals and develop strategies to remain focused on learning goals. (Personal Skills, Perseverance/Resilience)
2. Develop and utilize basic task and time management strategies effectively. (Professional Skills, Task/Time Management)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:
1. What do we need to be mindful of as a writer?
2. What are differences between simple and complex sentences?
3. What resources can be used to help spell words correctly?

Essential Reasoning Skills:
1. Critical writers utilize the conventions of Standard English to convey their message.

COLORADO
Department of Education

Prepared Graduates:

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade Level Expectation:

1. Gather, interpret, and communicate information discovered during short research projects.

Evidence Outcomes

Students Can:

a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)
b. Interpret and communicate the information learned by developing a brief summary with supporting details.
c. Develop supporting visual information (for example: charts, maps, illustrations, models).
d. Present a brief report of the research findings to an audience.
e. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)

Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)
3. Communicate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. Why do we use more than one resource when researching?
2. How do visuals support information presented in research?

Essential Reasoning Skills:

1. Researchers look for evidence or supporting details to prepare for questions that others may ask after their presentation or during discussion.
2. Researchers understand that points of view are based on the interpretation of the reader.

Colorado
Academic Standards

Reading, Writing, and Communicating

COLORADO
Department of Education

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Pose thoughtful questions after actively listening to others.

Evidence Outcomes

Students Can:

a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL.4.1)

   i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.4.1a)

   ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)

   iii. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (CCSS: SL.4.1c)

   iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)

b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)

c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)

Academic Context and Connections

Colorado Essential Skills:

1. Regulate reactions to different perspectives. (Personal Skills, Adaptability/Flexibility)

2. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do we have collaborative conversations?

2. Why do we paraphrase someone else's thinking before sharing our opinions?

Essential Reasoning Skills:

1. Active listeners ask questions to draw out information needed to aid understanding of the information presented.

2. Thoughtful speakers and listeners acknowledge others' viewpoints.

Colorado Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:
2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:
2. Create a plan to effectively present information both informally and formally.

Evidence Outcomes

Students Can:

a. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCSS: SL.4.4)
b. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)
c. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)

Academic Context and Connections

Colorado Essential Skills:

1. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
2. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:

1. What are some important practices when presenting ideas?

Essential Reasoning Skills:

1. Effective communicators can plan and present to diverse audiences.

Prepared Graduates:
3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
1. Apply strategies to comprehend and interpret literary texts.

Evidence Outcomes

Students Can:
a. Use Key Ideas and Details to:
   i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
   ii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
   iii. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
   iv. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).
b. Use Craft and Structure to:
   i. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (CCSS: RL.4.4)
   ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5)
   iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)
c. Use Integration of Knowledge and Ideas to:
   i. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7)

   ii. Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)
d. Use Range of Reading and Complexity of Text to:
   i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10)
   ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)

Academic Context and Connections

Colorado Essential Skills:
1. Set goals and develop strategies to remain focused on learning goals. (Personal Skills, Perseverance/Resilience)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:
1. How do we determine a theme?
2. How does the point of view affect a story?
3. How do we differentiate various genres?

Essential Reasoning Skills:
1. Critical readers use appropriate strategies to understand, describe, summarize and reflect on texts.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
2. Apply strategies to comprehend and interpret informational texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)
   ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
   iii. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)

b. Use Craft and Structure to:
   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)
   ii. Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
   iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)

c. Use Integration of Knowledge and Ideas to:
   i. Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
   ii. Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
   iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)

d. Use Range of Reading and Complexity of Text to:
   i. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10)

Academic Context and Connections

Colorado Essential Skills:
1. Pursue opportunities to engage and learn interests. (Personal Skills, Initiative/Self-Direction)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:
1. What is important to include in a summary?
2. What are strategies to determine the meaning of unknown words?
3. Why is it important to know if a text is a firsthand or secondhand account?

Essential Reasoning Skills:
1. Critical readers synthesize information and interpret information from multiple sources.

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.

Evidence Outcomes

Students Can:

a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)
   i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.4.3a)
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
   i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
   ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)
   iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
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)
   i. Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)
   ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: *telegraph*, *photograph*, *autograph*). (CCSS: L.4.4b)
   iii. Read and understand words with common prefixes (for example: *un-*, *re-*, *dis-*) and derivational suffixes (for example: *-ful*, *-ly*, *-ness*)

   iv. Read and understand words that change spelling to show past tense (for example: *write/wrote*, *catch/caught*, *teach/taught*)
   v. Read multisyllabic words with and without inflectional and derivational suffixes
   vi. Infer meaning of words using explanations offered within a text
   vii. Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.4.4c)
d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
   i. Explain the meaning of simple similes and metaphors (for example, *as pretty as a picture*) in context. (CCSS: L.4.5a)
   ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)
   iii. 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)
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 (for example: *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (for example: *wildlife*, *conservation*, and *endangered* when discussing animal preservation). (CCSS: L.4.6)

Colorado
Academic Standards

Reading, Writing,
and Communicating

Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses, make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How can analyzing word structures help readers understand word meanings?
2. How do prefixes and suffixes change the meaning of a word?
3. Why do root words change their spelling when suffixes are added?
4. How might a text feature help you in understanding an unknown word?

Essential Reasoning Skills:

1. Critical readers use appropriate strategies to monitor meaning of texts.
2. Critical readers understand the use of figurative language.

Colorado Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:
6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:
1. Write opinion pieces on topics or texts supporting a point of view with reasons and information. (CCSS: W.4.1)

Evidence Outcomes

Students Can:

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS: W.4.1a)
b. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)
c. Link opinion and reasons using words and phrases (for example: for instance, in order to, in addition). (CCSS: W.4.1c)
d. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)

Academic Context and Connections

Colorado Essential Skills:

1. Regulate reactions to differing perspective. (Personal Skills, Adaptability/Flexibility)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:

1. Which tools are available to assist the writer in planning, drafting, and revising personal writing?
2. How does audience and purpose affect an author's word choice?
3. How are writers persuasive without being biased?

Essential Reasoning Skills:

1. Critical writers can prove their justification using evidence to defend their opinion.

Prepared Graduates:
7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:
2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.

Evidence Outcomes

Students Can:
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)
b. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, and comparison-and-contrast).
c. Organize relevant ideas and details to convey a central idea or prove a point.
d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
e. Link ideas within categories of information using words and phrases (for example: *another*, *for* example*, also,* because*). (CCSS: W.4.2c)
f. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
g. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)

Academic Context and Connections

Colorado Essential Skills:
1. Define the problem using a variety of strategies. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:
1. Which tools are available to assist the writer in planning, drafting, and revising personal writing?
2. How does audience and purpose affect an author's word choice?

Essential Reasoning Skills:
1. Critical writers organize and use accurate facts to convey information.

COLORADO
Department of Education

Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.

Evidence Outcomes

Students Can:
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
c. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)

Academic Context and Connections

Colorado Essential Skills:
1. Appropriate express one's own emotions, thoughts, and values and identify how they influence behavior. (Personal Skills, Self-Awareness)
2. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
3. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

Essential Questions:
1. How are literary genres different in form and substance?
2. How does a graphic organizer assist a writer?
3. How does word choice create a visual image for the reader?
4. How might a writer organize their writing using multiple tools?

Essential Reasoning Skills:
1. Critical writers can write a narrative that orients the reader.

Colorado Academic Standards
Reading, Writing, and Communicating

Prepared Graduates:

9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Grade Level Expectation:

4. Understand why and how writers use the conventions of Standard English grammar, usage, and mechanics to clarify their meaning.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
   i. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). (CCSS: L.4.1a)
   ii. Form and use the progressive (for example: I *was walking*; I *am walking*; I *will be walking*) verb tenses. (CCSS: L.4.1b)
   iii. Use modal auxiliaries (for example: *can*, *may*, *must*) to convey various conditions. (CCSS: L.4.1c)
   iv. Order adjectives within sentences according to conventional patterns (for example: *a small red bag* rather than *a red small bag*). (CCSS: L.4.1d)
   v. Form and use prepositional phrases. (CCSS: L.4.1e)
   vi. Use compound subjects (for example: *Tom and Pat* went to the store*) and compound verbs (for example: Harry* thought and worried* about the things he said to Jane) to create sentence fluency in writing
   vii. Produce complete simple, compound, and complex sentences.
   viii. Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
   ix. Correctly use frequently confused words (for example: *to*, *too*, *two*; *there*,* their*). (CCSS: L.4.1g)

b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
   i. Use correct capitalization. (CCSS: L.4.2a)
   ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)
   iii. Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)
   iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)

c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
   i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
   ii. Choose punctuation for effect. (CCSS: L.4.3b)
   iii. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion). (CCSS: L.4.3c)

d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)

e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)

f. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)

g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.4.10)

Colorado
Academic Standards

Reading, Writing,
and Communicating

Academic Context and Connections

Colorado Essential Skills:

1. Set goals and develop strategies to remain focused on learning goals. (Personal Skills, Perseverance/Resilience)
2. Develop and utilize basic task and time management strategies effectively. (Professional Skills, Task/Time Management)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. How do writers best revise and edit their writing?
2. How is punctuation connected to meaning?
3. How does varied sentence structure affect a piece of writing?
4. How do writers use technology to support the writing process?

Essential Reasoning Skills:

1. Critical writers utilize the conventions of Standard English to convey their message.

Colorado Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade Level Expectation:

1. Use a variety of resources to build and communicate knowledge related to open-ended research questions.

Evidence Outcomes

Students Can:

a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)
   i. Identify a topic and formulate open-ended research questions for further inquiry and learning.
   ii. Present a brief report of the research findings to an audience.
b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
   i. Apply *grade 4 Reading standards* to literature (for example: "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [for example: a character's thoughts, words, or actions]."). (CCSS: W.4.9.a)
   ii. Apply *grade 4 Reading standards* to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text"). (CCSS: W.4.9.b)

Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)
3. Communicate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we research effectively?
2. Why is it important to research multiple aspects of a topic?

Essential Reasoning Skills:

1. Researchers understand that clear concepts and ideas must be supported with facts.
2. All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences.

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Collaborate in discussions that serve various purposes and address various situations.

Evidence Outcomes

Students Can:

a. Listen to others' ideas and form their own opinions.
b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL.5.1)
   i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.5.1a)
   ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
   iii. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
   iv. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d)
c. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3)

Academic Context and Connections

Colorado Essential Skills:

1. Recognize how members of a community rely on each other, considering personal contributions as applicable. (Civic/Interpersonal Skills, Collaboration/Teamwork)
2. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)

Essential Questions:

1. How can we actively listen when working in a group?
2. Why is it difficult to accept someone else's point of view?

Essential Reasoning Skills:

1. Thoughtful speakers and listeners summarize and explain using a variety of evidence.

Colorado
Academic Standards

Reading, Writing,
and Communicating

COLORADO
Department of Education

Prepared Graduates:
2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:
2. Present to express an opinion, persuade, or explain/provide information.

Evidence Outcomes

Students Can:
a. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (CCSS: SL.5.4)
b. Use appropriate eye contact and speak clearly at an understandable pace.
c. Include multimedia components (for example: graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.5.5)
d. Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)
e. Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.

Academic Context and Connections

Colorado Essential Skills:
1. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
2. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:
1. How is eye contact used to persuade others who are listening?
2. When is it important to use volume as a tool in communication?
3. Why is it difficult to accept someone else's point of view?
4. What can speakers do to make people want to listen to what they have to say?
5. How does body language tell a speaker that he/she is having the desired effect on the audience?

Essential Reasoning Skills:
1. Effective communicators consider their audience and context of information when planning presentations and discussions.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Apply strategies to interpret and analyze various types of literary texts.

Evidence Outcomes

Students Can:

a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.

b. Use Key Ideas and Details to:
   i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)
   ii. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
   iii. Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)

c. Use Craft and Structure to:
   i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)
   ii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)
   iii. Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)
   iv. Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.

d. Use Integration of Knowledge and Ideas to:
   i. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (CCSS: RL.5.7)
   ii. Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)
   iii. Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, and simple metaphors) to understand and respond to text.

e. Use Range of Reading and Complexity of Text to:
   i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RL.5.10)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Colorado
Academic Standards
Reading, Writing,
and Communicating

Essential Questions:
1. How do readers adjust reading strategies to better understand different texts?
2. How are literary texts similar, and how are they different?
3. Why does point of view matter? How does it contribute to conflict? How can understanding point of view reduce conflict?
4. How do the visual and/or multimedia elements contribute to the meaning of a text?

Essential Reasoning Skills:
1. Critical readers use appropriate strategies to understand, reflect, compare and contrast a variety of literary styles.

COLORADO
Department of Education

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Apply strategies to interpret and analyze various types of informational texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
   ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
   iii. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
   iv. Distinguish between fact and opinion, providing support for judgments made

b. Use Craft and Structure to:
   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)
   ii. Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
   iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
   iv. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks

c. Use Integration of Knowledge and Ideas to:
   i. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)
   ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
   iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

d. Use Range of Reading and Complexity of Text to:
   i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RI.5.10)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Colorado Academic Standards

Reading, Writing, and Communicating

Essential Questions:
1. How and when do readers adjust reading strategies to better understand different types of text?
2. What text features are most helpful and why? How do text features help readers access information?
3. Why do authors use specific text features to convey a message?
4. Why is it important to draw on information from multiple resources?

Essential Reasoning Skills:
1. Critical readers synthesize information, interpret, and reflect on information from multiple sources.

Prepared Graduates:
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:
3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.

Evidence Outcomes

Students Can:

a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.RF.5.3)
   i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.5.3a)
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
   i. Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
   ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.5.4b)
   iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
   i. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)
   ii. Compare and contrast the varieties of English (for example: *dialects*, *registers*) used in stories, dramas, or poems. (CCSS.L.5.3.b)

d. 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)
   i. Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
   ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: *photograph*, *photosynthesis*). (CCSS: L.5.4b)
   iii. Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)
e. Read and identify the meaning of words with sophisticated prefixes and suffixes.
f. Apply knowledge of derivational suffixes that change the part of speech of the base word (for example *active* and *activity*).
g. Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.
h. Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change.

Colorado Academic Standards

Reading, Writing, and Communicating

i. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
   i. Interpret figurative language, including similes and metaphors, in context. (CCSS.L.5.5.a)
   ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS.L.5.5.b)
   iii. Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
j. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (CCSS.L.5.6)

Academic Context and Connections

Colorado Essential Skills:
1. Investigate to form hypotheses, make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:
1. How does our understanding morphology help us effectively decode and understand multisyllabic words?
2. How might context clues support us in understanding an unknown word?
3. What is the difference between literary and figurative language?

Essential Reasoning Skills:
1. Critical readers understand figurative language, word relationships, and distinction in word meaning.

COLORADO
Department of Education

Prepared Graduates:
6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.

Evidence Outcomes

Students Can:
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (CCSS: W.5.1a)
b. Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)
c. Link opinion and reasons using words, phrases, and clauses (for example: *consequently*, *specifically*). (CCSS: W.5.1c)
d. Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)

Academic Context and Connections

Colorado Essential Skills:
1. Regulate reactions to differing perspective. (Personal Skills, Adaptability/Flexibility)
2. Identify and explain multiple perspectives (cultural, global), when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:
1. What is the purpose of writing for different audiences?
2. How do we select evidence to best support our claims?

Essential Reasoning Skills:
1. Critical writers can prove their justification using text evidence to defend their opinion.

Colorado Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:
7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:
2. Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.

Evidence Outcomes

Students Can:

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
c. Link ideas within and across categories of information using words, phrases, and clauses (for example: *in contrast*, *especially*). (CCSS: W.5.2c)
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
e. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)

Academic Context and Connections

Colorado Essential Skills:

1. Define the problem using a variety of strategies. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. What is the purpose of writing for different audiences?
2. How do we write to effectively explain complex topics?
3. How do we use text features to convey meaning?

Essential Reasoning Skills:

1. Critical writers organize high quality ideas and provide documentation.

Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:

3. Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.

Evidence Outcomes

Students Can:

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)
e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)

Academic Context and Connections

Colorado Essential Skills:

1. Appropriately express one's own emotions, thoughts, and values and identify how they influence behavior. (Personal Skills, Self-Awareness)
2. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
3. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

Essential Questions:

1. How does a writer effectively structure a narrative?
2. How do transition words help readers?

Essential Reasoning Skills:

1. Critical writers develop narratives that convey sensory images.

Prepared Graduates:
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Grade Level Expectation:
4. Apply understanding of the conventions of Standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
   i. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
   ii. Form and use the perfect (for example: I *had walked*; I *have walked*; I *will have walked*) verb tenses. (CCSS: L.5.1b)
   iii. Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)
   iv. Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
   v. Use correlative conjunctions (for example: *either/or*, *neither/nor*). (CCSS: L.5.1e)
   vi. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
   i. Use punctuation to separate items in a series. (CCSS: L.5.2a)
   ii. Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
   iii. Use a comma to set off the words yes and no (for example: *Yes, thank you*), to set off a tag question from the rest of the sentence (for example: *It's true, isn't it?*), and to indicate direct address (for example: *Is that you, Steve?*). (CCSS: L.5.2c)
   iv. Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)

   v. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
c. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
d. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
e. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.5.6)
f. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.5.10)

Academic Context and Connections

Colorado Essential Skills:
1. Set goals and develop strategies to remain focused on learning goals. (Personal Skills, Perseverance/Resilience)
2. Develop and utilize basic task and time management strategies effectively. (Professional Skills, Task/Time Management)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:
1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing?
2. How can various tools help a writer edit and revise written work?
3. What do authors do to ensure they have a topic and supporting details?
4. How do graphic organizers or planning guides increase the effectiveness of a writer?

Essential Reasoning Skills:
1. Critical writers utilize the conventions of Standard English to convey their message.

Colorado Department of Education

Prepared Graduates:

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade Level Expectation:

1. Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.

Evidence Outcomes

Students Can:

a. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)
   i. Summarize and support key ideas
   ii. Demonstrate comprehension of information with supporting logical and valid inferences.
   iii. Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.
b. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8)
   i. Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
   ii. Provide documentation of sources used in a grade-appropriate format.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
   i. Apply *grade 5 Reading standards* to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

   ii. Apply *grade 5 Reading standards* to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)
3. Communicate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we create visuals based on research?
2. How do we cite our research?

Essential Reasoning Skills:

1. Researchers brainstorm ideas, problems, perspectives and questions related to a research topic.
2. Researchers synthesize information by paraphrasing.

Colorado Academic Standards

Reading, Writing, and Communicating