

Kindergarten		Number of times taught in unit:							
Text Types and Purposes		1	2a	2b	3a	3b	4	5	6
CCSS #	Colorado K-12 Academic Standards								
W.K.1	K.3.1.a. - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). (CCSS: W.K.1)						10		
W.K.2	K.3.1.b. - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)					9			
W.K.3	K.3.1.c. - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)		7	10	10			4	
Production and Distribution		1	2a	2b	3a	3b	4	5	6
W.K.4 (Begins in grade 3)									
W.K.5	K.3.1.d. - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)						7		5
W.K.6	K.3.1.e. - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)								1
Research to Build and Present		1	2a	2b	3a	3b	4	5	6
W.K.7	K.3.2.a.iv. - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)								5
W.K.8	K.4.2.a.iii. - Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).								6
W.K.9 (Begins in grade 4)									
Range of Writing		1	2a	2b	3a	3b	4	5	6
W.K.10 (Begins in grade 3)									
Conventions of Standard English		1	2a	2b	3a	3b	4	5	6
L.K.1a	K.3.2.a.i. - Print many upper- and lowercase letters. (CCSS: L.K.1a)		7	2	2				

L.K.1b	K.1.1.e. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b) K.1.1.g. - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d) K.3.2.a.ii. - Use frequently occurring nouns and verbs. (CCSS: L.K.1b)				10					1	
L.K.1c	K.3.2.a.iii. - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c)										
L.K.1d	K.1.2.c. - Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3) K.3.2.a.iv. - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)								10		
L.K.1e	K.3.2.a.v. - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e)				10						
L.K.1f	K.3.2.a.vi. - Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)								3		6
L.K.2a	K.3.2.b.i. - Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)				3	8	9	6		2	
L.K.2b	K.3.2.b.ii. - Recognize and name end punctuation. (CCSS: L.K.2b)				5	8	10	4		2	
L.K.2c	K.2.3.d.i. - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a) K.2.3.d.ii. - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b) K.3.2.b.iii. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c) K.3.2.b.iv. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)	6	6	10	10					5	
L.K.2d	K.3.2.b.iv. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)			10						3	1
L.K.3 (Begins in grade 2)											
Vocabulary Acquisition and Use											
		1	2a	2b	3a	3b	4	5	6		
L.K.4a	K.2.3.c.i. - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a)										
L.K.4b	K.2.3.c.ii. - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (CCSS: L.K.4b)								1		
L.K.5a	K.1.1.d. - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)										
L.K.5b	K.1.1.e. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)										
L.K.5c	K.1.1.f. - Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c) K.1.1.h. - Express words and word meanings as encountered in books and conversation.										
L.K.5d	K.1.1.g. - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)										

<p>L.K.6</p>	<p>K.1.1.h. - Express words and word meanings as encountered in books and conversation. K.1.1.i. - Use new vocabulary that is directly taught through reading, speaking, and listening. K.1.1.j. - Relate new vocabulary to prior knowledge. K.2.1.b.i. - Ask and answer questions about unknown words in a text. (CCSS: RL.K.4) K.2.2.b.i. - With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)</p>								
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Grade 1		Number of times taught in unit:						
Text Types and Purposes		1	2a	2b	3	4	5	6
CCSS #	Colorado K-12 Academic Standards							
W.1.1	1.3.1.a. - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (CCSS: W.1.1)					12		
W.1.2	1.3.1.b. - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2) 1.3.1.d. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5)	2			13			
W.1.3	1.3.1.c. - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (CCSS: W.1.3)		14	15			7	
Production and Distribution		1	2a	2b	3	4	5	6
W.1.4 (Begins in grade 3)								
W.1.5	1.3.1.b. - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2) 1.3.1.d. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5)			6	1	3		2
W.1.6	1.3.1.f. - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)							1
Research to Build and Present		1	2a	2b	3	4	5	6
W.1.7	1.3.1.d. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5)							6
W.1.8								8
W.1.9 (Begins in grade 4)								
Range of Writing		1	2a	2b	3	4	5	6
W.1.10 (Begins in grade 3)								

Conventions of Standard English		1	2a	2b	3	4	5	6
L.1.1a	1.3.2.a.i. - Print all upper- and lowercase letters. (CCSS: L.1.1a)		5					1
L.1.1b	1.3.2.a.ii. - Use common, proper, and possessive nouns. (CCSS: L.1.1b) 1.3.2.a.iv. - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)			8				3
L.1.1c	1.3.2.a.iii. - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)					2		1
L.1.1d	1.3.2.a.iv. - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)					3		
L.1.1e	1.3.2.a.v. - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e)					3		4
L.1.1f	1.2.4.b.iv. - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d) 1.3.2.a.vi. - Use frequently occurring adjectives. (CCSS: L.1.1f)					6		4
L.1.1g	1.2.4.c. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS: L.1.6) 1.3.2.a.vii. - Use frequently occurring conjunctions (e.g., and, but, or, so, because). (CCSS: L.1.1g)					3		
L.1.1h	1.3.2.a.viii. - Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)							2
L.1.1i	1.3.2.a.ix. - Use frequently occurring prepositions (e.g., during, beyond, toward). (CCSS: L.1.1i)					6		
L.1.1j	1.3.2.a.x. - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)						1	3
L.1.2a	1.3.2.b.ii. - Capitalize dates and names of people. (CCSS: L.1.2a)		7	8			7	
L.1.2b	1.3.2.b.iii. - Use end punctuation for sentences. (CCSS: L.1.2b)		5	7		5	5	1
L.1.2c	1.3.2.b.iv. - Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)							4
L.1.2d	1.3.2.b.v. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d) 1.3.2.b.vi. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)		6	9			4	1
L.1.2e	1.3.2.b.v. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d) 1.3.2.b.vi. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)	6	8	9				
Knowledge of Language		1	2a	2b	3	4	5	6
L.1.3 (Begins in grade 2)								
Vocabulary Acquisition and Use		1	2a	2b	3	4	5	6

L.1.4a	<p>1.2.1.e.iii. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)</p> <p>1.2.2.e.iii. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)</p> <p>1.2.4.a.i. - Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)</p>								
L.1.4b	<p>1.2.4.a.ii. - Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)</p> <p>1.2.4.d.ii. - Create new words by combining base words with affixes to connect known words to new words.</p>								
L.1.4c	<p>1.2.3.a.vi. - Read words with inflectional endings. (CCSS: RF.1.3f)</p> <p>1.2.4.a.iii. - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (CCSS: L.1.4c)</p>								
L.1.5a	<p>1.2.4.b.i. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)</p>								
L.1.5b	<p>1.2.4.b.i. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)</p>								
L.1.5c	<p>1.2.4.b.ii. - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)</p> <p>1.2.4.b.iii. - Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)</p>	2							
L.1.5d	<p>1.2.4.b.iv. - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)</p>								4
L.1.6	<p>1.2.4.c. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS: L.1.6)</p> <p>1.3.2.a.vii. - Use frequently occurring conjunctions (e.g., and, but, or, so, because). (CCSS: L.1.1g)</p>								

Grade 2		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Colorado K-12 Academic Standards							
W.2.1	2.3.1.a. - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (CCSS: W.2.1)					12		
W.2.2	2.3.2.a. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2) 2.3.2.c. - Organize informational texts using main ideas and specific supporting details. 2.3.3.c. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)			13	14			
W.2.3	2.3.1.b. - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS: W.2.3)	3	10				13	
Production and Distribution		1	2	3a	3b	4	5	6
W.2.4 (Begins in grade 3)								
W.2.5	2.3.2.a. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2) 2.3.3.c. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)	1	1	8	10	5	4	2
W.2.6	2.3.3.d. - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)				2	2		1
Research to Build and Present		1	2	3a	3b	4	5	6
W.2.7								7
W.2.8	2.4.1.e. - Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)				12			7
W.2.9 (Begins in grade 4)								
Range of Writing		1	2	3a	3b	4	5	6
W.2.10 (Begins in grade								

3)		1	2	3a	3b	4	5	6
Conventions of Standard English								
L.2.1a	2.3.3.a.i. - Use collective nouns (e.g., group). (CCSS: L.2.1a)							4
L.2.1b	2.3.3.a.ii. - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS: L.2.1b)			5	1		4	1
L.2.1c	2.3.3.a.iii. - Use reflexive pronouns (e.g., myself, ourselves). (CCSS: L.2.1c)					9		
L.2.1d	2.3.3.a.iv. - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS: L.2.1d)		2				5	
L.2.1e	2.2.3.d.ii. - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS: L.2.5b) 2.3.1.e. - Write with precise nouns, active verbs, and descriptive adjectives. 2.3.3.a.v. - Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)	1	1	5			6	5
L.2.1f	2.3.3.a.vii. - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f) 2.3.3.a.viii. - Vary sentence beginning	1	1	7	7			
L.2.2a	2.3.3.b.i. - Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)		2		7			
L.2.2b	2.3.3.b.ii. - Use commas in greetings and closings of letters. (CCSS: L.2.2b)					4		
L.2.2c	2.3.3.b.iii. - Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)			4		5	4	
L.2.2d	2.3.3.a.ix. - Spell high-frequency words correctly 2.3.3.b.iv. - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)	1	1		1		2	
L.2.2e	2.3.3.b.v. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)				9			1
Knowledge of Language		1	2	3a	3b	4	5	6
L.2.3a	2.2.1.e. - Compare formal and informal uses of English. (CCSS: L.2.3a)							
Vocabulary Acquisition and Use		1	2	3a	3b	4	5	6
L.2.4a	2.2.1.a.i. - Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences. 2.2.3.b.iii. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c) 2.2.3.c.i. - Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)							
L.2.4b	2.2.3.a.v. - Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) 2.2.3.c.ii. - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (CCSS: L.2.4b)							
L.2.4c	2.2.3.c.iii. - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS: L.2.4c)							
L.2.4d	2.2.3.c.iv. - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS: L.2.4d)							
L.2.4e	2.2.2.b.ii. - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5)				3			2

	2.2.2.e. - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)								
L.2.5a	2.2.3.d.i. - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (CCSS: L.2.5a)								
L.2.5b	2.2.3.d.ii. - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS: L.2.5b)								
L.2.6	2.2.3.d.ii. - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS: L.2.5b) 2.2.3.e. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (CCSS: L.2.6) 2.3.1.e. - Write with precise nouns, active verbs, and descriptive adjectives. 2.3.3.a.v. - Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)								

Grade 3		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Colorado K-12 Academic Standards							
W.3.1a	3.3.1.a.i. - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a) 3.3.1.a.ii. - Provide reasons that support the opinion. (CCSS: W.3.1b) 3.3.1.a.iii. - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)					10		
W.3.1b	3.3.1.a.i. - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a) 3.3.1.a.ii. - Provide reasons that support the opinion. (CCSS: W.3.1b) 3.3.1.a.iii. - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)					6		
W.3.1c	3.3.1.a.i. - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a) 3.3.1.a.ii. - Provide reasons that support the opinion. (CCSS: W.3.1b) 3.3.1.a.iii. - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)					4		
W.3.1d	3.3.1.a.iv. - Provide a concluding statement or section. (CCSS: W.3.1d)						4	
W.3.2a	3.3.2.a.i. - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a) 3.3.2.a.iii. - Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)			8	7			8
W.3.2b	3.3.1.a.ii. - Provide reasons that support the opinion. (CCSS: W.3.1b) 3.3.2.a.i. - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a) 3.3.2.a.ii. - State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images) 3.3.2.a.iii. - Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)			10	8			11
W.3.2c	3.3.2.a.iv. - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3c)			6	4			4
W.3.2d	3.3.2.a.v. - Provide a concluding statement or section. (CCSS: W.3.2d)			6	5			
W.3.3a	3.3.1.b.i. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a) 3.3.1.b.ii. - 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) 3.3.1.b.iii. - Use temporal words and phrases to signal event order. (CCSS: W.3c) 3.3.1.b.iv. - Provide a sense of closure. (CCSS: W.3.3d)	1	9				6	

W.3.3b	<p>3.3.1.b.i. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)</p> <p>3.3.1.b.ii. - 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)</p> <p>3.3.3.f.iii. - Use commas and quotation marks in dialogue. (CCSS: L.3.2c)</p>	2	3	1			3	
W.3.3c	<p>3.3.1.b.i. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)</p> <p>3.3.1.b.iii. - Use temporal words and phrases to signal event order. (CCSS: W.3c)</p> <p>3.3.1.b.iv. - Provide a sense of closure. (CCSS: W.3.3d)</p>	1	3				1	
W.3.3d	<p>3.3.1.b.i. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)</p> <p>3.3.1.b.iii. - Use temporal words and phrases to signal event order. (CCSS: W.3c)</p> <p>3.3.1.b.iv. - Provide a sense of closure. (CCSS: W.3.3d)</p>	1	2				1	
Production and Distribution		1	2	3a	3b	4	5	6
W.3.4	3.3.3.a. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)		3	1	1	5	3	8
W.3.5	<p>3.3.1.a.v. - Brainstorm ideas for writing</p> <p>3.3.3.b. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)</p>	1	9	7	2	2	15	8
W.3.6	3.3.3.c. - 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)							1
Research to Build and Present		1	2	3a	3b	4	5	6
W.3.7	<p>3.4.1.a. - Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)</p> <p>3.4.1.c. - Interpret and communicate the information learned by developing a brief summary with supporting details.</p> <p>3.4.1.e. - Present a brief report of the research findings to an audience.</p>				1			13
W.3.8	<p>3.4.1.b. - 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)</p> <p>3.4.1.c. - Interpret and communicate the information learned by developing a brief summary with supporting details.</p> <p>3.4.2.a. - Recognize that different sources may have different points of view.</p>				1			9
W.3.9 (Begins in grade 4)								
Range of Writing		1	2	3a	3b	4	5	6
W.3.10	3.3.3.a. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)	1	5				2	

	<p>3.3.3.b. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)</p> <p>3.4.1.c. - Interpret and communicate the information learned by developing a brief summary with supporting details.</p> <p>3.4.1.e. - Present a brief report of the research findings to an audience.</p>							
Conventions of Standard English		1	2	3a	3b	4	5	6
L.3.1a	<p>3.3.3.e.i. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)</p> <p>3.3.3.e.iv. - Form and use regular and irregular verbs. (CCSS: L.3.1d)</p>	1	2		1	3	4	
L.3.1b	3.3.3.e.ii. - Form and use regular and irregular plural nouns. (CCSS: L.3.1b)				2			5
L.3.1c	3.3.3.e.iii. - Use abstract nouns (e.g., childhood). (CCSS: L.3.1c)	1	1					1
L.3.1d	<p>3.3.3.e.i. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)</p> <p>3.3.3.e.iv. - Form and use regular and irregular verbs. (CCSS: L.3.1d)</p>				1		1	
L.3.1e	3.3.3.e.v. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)	1	1		1		1	
L.3.1f	3.3.3.e.vi. - Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)	1	1	1				
L.3.1g	<p>3.2.3.d.iii. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (CCSS: L.3.5c)</p> <p>3.3.3.e.vii. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)</p>							
L.3.1h	3.3.3.e.viii. - Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)	1	2	1	1		1	
L.3.1i	<p>3.3.3.e.ix. - Produce simple, compound, and complex sentences. (CCSS: L.3.1i)</p> <p>3.3.3.e.x. - Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts</p>	1	1	1	1			4
L.3.2a	3.3.3.f.i. - Capitalize appropriate words in titles. (CCSS: L.3.2a)				2	3	3	
L.3.2b	3.3.3.f.ii. - Use commas in addresses. (CCSS: L.3.2b)							
L.3.2c	<p>3.3.1.b.ii. - 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)</p> <p>3.3.3.f.iii. - Use commas and quotation marks in dialogue. (CCSS: L.3.2c)</p>		2				2	
L.3.2d	3.3.3.f.iv. - Form and use possessives. (CCSS: L.3.2d)	1		1	1	1	3	
L.3.2e	<p>3.2.3.a.i. - Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)</p> <p>3.2.3.a.ii. - Decode words with common Latin suffixes. (CCSS: RF.3.3b)</p> <p>3.2.3.c.ii. - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b)</p> <p>3.3.3.f.v. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)</p> <p>3.3.3.f.vi. - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)</p>	2	1	1	1	1		
L.3.2f	3.3.3.f.v. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)	1	1	1	2	1		

	3.3.3.f.vi. - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)								
L.3.2g	3.3.3.f.vii. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)	1	1		1	1	1		
Knowledge of Language		1	2	3a	3b	4	5	6	
L.3.3a	3.2.3.e. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (CCSS: L.3.6) 3.3.3.d.i. - Choose words and phrases for effect. (CCSS: L.3.3a)		2	4	6		5		
L.3.3b	3.3.3.d.ii. - Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)								
Vocabulary Acquisition and Use		1	2	3a	3b	4	5	6	
L.3.4a	3.2.3.b.iii. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: L.3.4a) 3.2.3.c.i. - Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) 3.2.3.d.iii. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (CCSS: L.3.5c) 3.2.3.e. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (CCSS: L.3.6)								
L.3.4b	3.2.3.a.i. - Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a) 3.2.3.a.ii. - Decode words with common Latin suffixes. (CCSS: RF.3.3b) 3.2.3.c.ii. - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b) 3.3.3.f.v. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)								
L.3.4c	3.2.3.c.iv. - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (CCSS: L.3.4c)								
L.3.4d	3.2.3.c.i. - Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) 3.2.3.c.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) 3.2.3.d.iii. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (CCSS: L.3.5c) 3.2.3.e. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (CCSS: L.3.6)								3
L.3.5a	3.2.1.b.i. - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4) 3.2.3.d.i. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (CCSS: L.3.5a)								

L.3.5b	3.2.3.d.ii. - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS: L.3.5b)							
L.3.5c	3.2.3.d.iii. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (CCSS: L.3.5c) 3.3.3.e.vii. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)							
L.3.6	3.2.2.b.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) 3.2.3.c.i. - Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) 3.2.3.d.ii. - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS: L.3.5b) 3.2.3.d.iii. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (CCSS: L.3.5c) 3.2.3.e. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (CCSS: L.3.6) 3.3.3.d.i. - Choose words and phrases for effect. (CCSS: L.3.3a)							

Grade 4		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Colorado K-12 Academic Standards							
W.4.1a	4.3.1.a.i. - to support the writer's purpose. (CCSS: W.4.1a) 4.3.1.a.ii. - Provide reasons that are supported by facts and details. (CCSS: W.4.1b) 4.3.1.a.iii. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)					8		
W.4.1b	4.3.1.a.i. - to support the writer's purpose. (CCSS: W.4.1a) 4.3.1.a.ii. - Provide reasons that are supported by facts and details. (CCSS: W.4.1b) 4.3.1.a.iii. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)					8		
W.4.1c	4.3.1.a.i. - to support the writer's purpose. (CCSS: W.4.1a) 4.3.1.a.ii. - Provide reasons that are supported by facts and details. (CCSS: W.4.1b) 4.3.1.a.iii. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)					3		
W.4.1d	4.3.1.a.iv. - Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)					2		
W.4.2a	4.3.2.a.i. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a) 4.3.2.a.v. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b) 4.3.3.a. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)				6			3
W.4.2b	4.3.2.a.i. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a) 4.3.2.a.iv. - Organize relevant ideas and details to convey a central idea or prove a point. 4.3.2.a.v. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b) 4.3.3.a. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)			4	6			13
W.4.2c	4.3.2.a.vi. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS: W.4.2c)			1	7			3
W.4.2d	4.2.3.e. - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6) 4.3.2.a.vii. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d) 4.3.3.e.iii. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)			2	4			9
W.4.2e	4.3.2.a.viii. - Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)			3	7			1
W.4.3a	4.3.1.b.i. - 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)	2	3				4	

	<p>4.3.1.b.iii. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)</p> <p>4.3.1.b.v. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)</p> <p>4.3.1.b.vi. - Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)</p>								
W.4.3b	<p>4.3.1.b.i. - 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)</p> <p>4.3.1.b.iii. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)</p>	2	6	1				3	
W.4.3c	4.3.1.b.iv. - Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)	1	5	2				1	
W.4.3d	4.3.1.b.v. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)	2	8					5	
W.4.3e	<p>4.3.1.b.i. - 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)</p> <p>4.3.1.b.v. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)</p> <p>4.3.1.b.vi. - Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)</p>	1							
Production and Distribution		1	2	3a	3b	4	5	6	
W.4.4	<p>4.3.2.a.i. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)</p> <p>4.3.2.a.iii. - Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).</p> <p>4.3.2.a.iv. - Organize relevant ideas and details to convey a central idea or prove a point.</p> <p>4.3.2.a.v. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)</p> <p>4.3.3.a. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)</p>	1	6		1	5	3		
W.4.5	4.3.3.b. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)	1	8	7	10	6	3	7	
W.4.6	4.3.3.c. - 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)			1				1	
Research to Build and Present		1	2	3a	3b	4	5	6	
W.4.7	4.3.3.a. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)				1			6	
W.4.8	<p>4.3.3.a. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)</p> <p>4.4.1.b.i. - Identify relevant sources for locating information.</p>				4			6	

	4.4.1.b.iii. - Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources). 4.4.1.b.iv. - Read for key ideas, take notes, and organize information read (using graphic organizer).									
W.4.9	4.2.1.a.ii. - Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. 4.2.1.a.iii. - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2) 4.2.1.a.iv. - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (CCSS: RL.4.3) 4.2.1.a.v. - Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved) 4.2.1.d.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) 4.4.1.c.i. - Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].”). (CCSS: W.4.9.a)				5	1				
W.4.9b	4.4.1.c.ii. - Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (CCSS: W.4.9.b)				4					3
Range of Writing										
		1	2	3a	3b	4	5	6		
W.4.10	4.3.3.a. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4) 4.3.3.b. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)		6	1	1	2	3	3		
Conventions of Standard English										
		1	2	3a	3b	4	5	6		
L.4.1a	4.3.3.f.i. - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a)	1	1	1						1
L.4.1b	4.3.3.f.ii. - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b)	1		1	1					1
L.4.1c	4.3.3.f.iii. - Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (CCSS: L.4.1c)	1	2		1	1	1			
L.4.1d	4.3.3.f.iv. - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)		2	1				3		
L.4.1e	4.3.3.f.v. - Form and use prepositional phrases. (CCSS: L.4.1e)	1	2	1		1	1	1		
L.4.1f	4.3.3.f.vii. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)	1	2	2	2	2	2			
L.4.1g	4.3.3.f.viii. - Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)			1		1	1			
L.4.2a	4.3.3.g.i. - Use correct capitalization. (CCSS: L.4.2a)	1	2	1	1	1	1	1		
L.4.2b	4.3.3.g.ii. - Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)	1	4	2				2		
L.4.2c	4.3.3.g.iii. - Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)	1	2	1	1	1	2	1		
L.4.2d	4.3.3.g.iv. - Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)	1	2	2	1	1	1			
Knowledge of Language										
		1	2	3a	3b	4	5	6		
L.4.3a	4.2.3.e. - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)	1	5	1		3	3	8		

	<p>4.3.2.a.vii. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)</p> <p>4.3.3.e.i. - Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)</p>							
L.4.3b	4.3.3.e.ii. - Choose punctuation for effect. (CCSS: L.4.3b)	1						
L.4.3c	<p>4.1.1.a.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)</p> <p>4.1.1.a.ii. - Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)</p> <p>4.1.1.a.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)</p> <p>4.1.1.a.iv. - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)</p> <p>4.1.1.d. - 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)</p> <p>4.1.1.f. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)</p> <p>4.2.3.e. - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)</p> <p>4.3.2.a.vii. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)</p> <p>4.3.3.e.iii. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)</p> <p>4.4.1.a.ii. - Present a brief report of the research findings to an audience.</p>							
L.4.4a	<p>4.2.3.b.iii. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)</p> <p>4.2.3.c.i. - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)</p>							
L.4.4b	4.2.3.c.ii. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (CCSS: L.4.4b)							
L.4.4c	<p>4.2.3.c.vii. - Consult reference materials (e.g., 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)</p> <p>4.4.1.b.ii. - Locate information using text features, (appendices, indices, glossaries, and table of content).</p>							
L.4.5a	4.2.3.d.i. - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS: L.4.5a)	3	1	2	1			
L.4.5b	4.2.3.d.ii. - Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)							
L.4.5c	4.2.3.d.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)	1	1	1				
L.4.6	<p>4.2.2.b.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)</p> <p>4.2.3.e. - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)</p>					1	1	

<p>4.3.2.a.vii. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)</p> <p>4.3.3.e.i. - Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)</p> <p>4.3.3.e.iii. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)</p>								
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Grade 5		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Colorado K-12 Academic Standards							
W.5.1a	5.3.2.a.ii. - 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) 5.3.2.a.iii. - Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b) 5.3.2.a.iv. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)					5		
W.5.1b	5.3.2.a.ii. - 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) 5.3.2.a.iii. - Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b) 5.3.2.a.iv. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)					10		
W.5.1c	5.3.2.a.ii. - 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) 5.3.2.a.iii. - Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b) 5.3.2.a.iv. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)					2		
W.5.1d	5.3.2.a.v. - Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)					4		
W.5.2a	5.3.2.b.i. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a) 5.3.2.b.ii. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b) 5.3.3.c. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			6	6			4
W.5.2b	5.2.1.b.i. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1) 5.2.2.a.i. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1) 5.3.2.b.i. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a) 5.3.2.b.ii. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b) 5.3.3.c. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			4	7	1		3
W.5.2c	5.3.2.b.iii. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)				5			1
W.5.2d	5.3.2.b.iv. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)			5	3			1
W.5.2e	5.3.2.b.v. - Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)			3	4	2		
W.5.3a	5.3.1.a.i. - Create personal and fictional narratives with a strong personal voice.	1	2					6

	<p>5.3.1.a.ii. - 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)</p> <p>5.3.1.a.iii. - 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)</p> <p>5.3.1.a.v. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)</p> <p>5.3.1.a.vi. - Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)</p>								
W.5.3b	<p>5.3.1.a.i. - Create personal and fictional narratives with a strong personal voice.</p> <p>5.3.1.a.ii. - 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)</p> <p>5.3.1.a.iii. - 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)</p> <p>5.3.1.a.v. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)</p> <p>5.3.1.a.vi. - Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)</p>	2	6					3	
W.5.3c	5.3.1.a.iv. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)	1	1	4					2
W.5.3d	5.3.1.a.v. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)	2	3	4					
W.5.3e	<p>5.3.1.a.i. - Create personal and fictional narratives with a strong personal voice.</p> <p>5.3.1.a.ii. - 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)</p> <p>5.3.1.a.iii. - 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)</p> <p>5.3.1.a.v. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)</p> <p>5.3.1.a.vi. - Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)</p>	1						1	
Production and Distribution		1	2	3a	3b	4	5	6	
W.5.4	<p>5.3.1.a.i. - Create personal and fictional narratives with a strong personal voice.</p> <p>5.3.2.b.i. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)</p> <p>5.3.2.b.ii. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)</p> <p>5.3.3.c. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f)Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)</p>	1	3	4	3	2	5	4	
W.5.5	<p>5.3.3.c. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f)Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)</p> <p>5.3.3.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)</p>	1	8	6	4	10	6	11	
W.5.6	5.3.3.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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (CCSS: W.5.6)								1

Research to Build and Present		1	2	3a	3b	4	5	6
W.5.7	5.2.2.c.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) 5.3.3.c. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)				1			7
W.5.8	5.2.2.c.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) 5.3.3.c. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				4		1	9
W.5.9a	5.2.1.b.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 (e.g., how characters interact). (CCSS: RL.5.3) 5.4.2.a.vii. - Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (CCSS: W.5.9a)		2				1	
W.5.9b			3	1	3	3		6
Range of Writing		1	2	3a	3b	4	5	6
W.5.10	5.3.3.c. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		8	8	3	6	7	4
Conventions of Standard English		1	2	3a	3b	4	5	6
L.5.1a	5.3.3.b.i. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a) 5.3.3.b.v. - Use correlative conjunctions (e.g., either/or, neither/nor). (CCSS: L.5.1e)		5	3	1	2	1	1
L.5.1b	5.3.3.b.ii. - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b)		1				1	
L.5.1c	5.3.3.b.iii. - Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c) 5.3.3.b.iv. - Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)	1	1	2	2	1	1	
L.5.1d	5.3.3.b.iii. - Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c) 5.3.3.b.iv. - Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)			2		1		2
L.5.1e	5.3.3.b.i. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a) 5.3.3.b.v. - Use correlative conjunctions (e.g., either/or, neither/nor). (CCSS: L.5.1e)		1	1	1			
L.5.2a	5.3.3.a.i. - Use punctuation to separate items in a series. (CCSS: L.5.2a)	1	1	1	1	1	2	2
L.5.2b	5.3.3.a.ii. - Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)		2	1			2	
L.5.2c	5.3.3.a.iii. - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (CCSS: L.5.2c)						2	
L.5.2d	5.3.3.a.iv. - Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)		2		2	1	1	1
L.5.2e	5.3.3.a.v. - Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)	1	1	2	2	1	1	1

L.5.3a	5.3.3.c. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	1	1		1	3	2	
L.5.3b	5.2.1.c.vi. - Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems. (CCSS: L.5.3b)							
L.5.4a	5.2.3.b.i. - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a) 5.2.3.e. - Infer meaning of words using structural analysis, context, and knowledge of multiple meanings. 5.2.3.g.iii. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)							
L.5.4b	5.2.3.b.ii. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (CCSS: L.5.4b) 5.2.3.f. - Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change.							3
L.5.4c	5.2.3.b.iii. - Consult reference materials (e.g., 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.5.3c)	1			2			
Vocabulary Acquisition and Use		1	2a	3a	3b	4	5	6
L.5.5a	5.2.1.c.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) 5.2.1.d.iii. - Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.	3	1	3				
L.5.5b							1	
L.5.5c	5.2.1.c.ii. - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5c)						1	
L.5.6	5.1.1.c. - Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6) 5.2.2.b.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) 5.3.2.b.iv. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)			1				