

Kindergarten		Number of times taught in unit:							
Text Types and Purposes		1	2a	2b	3a	3b	4	5	6
<b>CCSS #</b>	<b>Colorado Reading, Writing, and Communicating Standards</b>								
<b>W.K.1</b>	<b>K.3.1.a.</b> - 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		
<b>W.K.2</b>	<b>K.3.1.b.</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)					4			
<b>W.K.3</b>	<b>K.3.1.c.</b> - 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			4	
Production and Distribution		1	2a	2b	3a	3b	4	5	6
<b>W.K.4</b> (Begins in grade 3)									
<b>W.K.5</b>	<b>K.3.1.d.</b> - 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
<b>W.K.6</b>	<b>K.3.1.e.</b> - 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
<b>W.K.7</b>	<b>K.3.2.a.iv.</b> - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)								5
<b>W.K.8</b>	<b>K.4.2.a.iii.</b> - 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
<b>W.K.9</b> (Begins in grade 4)									
Range of Writing		1	2a	2b	3a	3b	4	5	6
<b>W.K.10</b> (Begins in grade 3)									
	<b>K.4.1.b.</b> - Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.						√		√
	<b>K.4.2.a.i.</b> - Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?).								√
	<b>K.4.2.a.ii.</b> - Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve.						√		√
Conventions of Standard English		1	2a	2b	3a	3b	4	5	6
<b>L.K.1a</b>	<b>K.3.2.a.i.</b> - Print many upper- and lowercase letters. (CCSS: L.K.1a)		7		1				
<b>L.K.1b</b>	<b>K.3.2.a.ii.</b> - Use frequently occurring nouns and verbs. (CCSS: L.K.1b)				7	2		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)					2				
L.K.1d	K.3.2.a.iv. - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)					1	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)					7				
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	3	9	6	2
L.K.2b	K.3.2.b.ii. - Recognize and name end punctuation. (CCSS: L.K.2b)					5	4	10	4	2
L.K.2c	K.3.2.b.iii. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)	6	6			7	2		5	
L.K.2d	K.3.2.b.iv. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)					6	2		3	1
	K.2.3.b.vi. - Identify phonemes for letters.									unit 2 & beyond
	K.1.3.c. - Identify words orally according to shared beginning or ending sounds.									unit 2 & beyond

**WriteSteps teaches 100% of the Writing and Grammar/Convention standards that correlate with the Common Core Standards and 99% of your state's standards in those areas.**

Grade 1		Number of times taught in unit:						
Text Types and Purposes		1	2a	2b	3	4	5	6
<b>CCSS #</b>	<b>Colorado Reading, Writing, and Communicating Standards</b>							
<b>W.1.1</b>	<b>1.3.1.a.</b> - 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		
<b>W.1.2</b>	<b>1.3.1.b.</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)	2			12			
<b>W.1.3</b>	<b>1.3.1.c.</b> - 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				7	
Production and Distribution		1	2a	2b	3	4	5	6
<b>W.1.4</b> (Begins in grade 3)								
<b>W.1.5</b>	<b>1.3.1.d.</b> - 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	3		2
<b>W.1.6</b>	<b>1.3.1.f.</b> - 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
<b>W.1.7</b>	<b>1.3.1.d.</b> - 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
<b>W.1.8</b>								8
<b>W.1.9</b> (Begins in grade 4)								
Range of Writing		1	2a	2b	3	4	5	6
<b>W.1.10</b> (Begins in grade 3)								
	<b>1.3.1.e.</b> - Use pictures or graphic organizers to plan writing	unit 2 & beyond						
	<b>1.4.1.a.</b> - Write or dictate questions for inquiry that arise during instruction.				√	√	√	√
	<b>1.4.1.b.</b> - With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.					√		√
	<b>1.4.2.b.i.</b> - Evaluate information for clarity and accuracy.				√	√	√	√
Conventions of Standard English		1	2a	2b	3	4	5	6
<b>L.1.1a</b>	<b>1.3.2.a.i.</b> - Print all upper- and lowercase letters. (CCSS: L.1.1a)		5					1
<b>L.1.1b</b>	<b>1.3.2.a.ii.</b> - Use common, proper, and possessive nouns. (CCSS: L.1.1b)				6			3
<b>L.1.1c</b>	<b>1.3.2.a.iii.</b> - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)				2	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)				6	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)				7	3		4
L.1.1f	1.3.2.a.vi. - Use frequently occurring adjectives. (CCSS: L.1.1f)					6		4
L.1.1g	1.3.2.a.vii. - Use frequently occurring conjunctions (e.g., and, but, or, so, because). (CCSS: L.1.1g)				2	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			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)				2			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)		6				4	1
L.1.2e	1.3.2.b.vi. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)	6	8					

**WriteSteps teaches 100% of the Writing and Grammar/Convention standards that correlate with the Common Core Standards and 99% of your state's standards in those areas.**

Grade 2		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
<b>CCSS #</b>	<b>Colorado Reading, Writing, and Communicating Standards</b>							
<b>W.2.1</b>	<b>2.3.1.a.</b> - 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		
<b>W.2.2</b>	<b>2.3.2.a.</b> - 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)			13	12			
<b>W.2.3</b>	<b>2.3.1.b.</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
<b>W.2.4</b> (Begins in grade 3)								
<b>W.2.5</b>	<b>2.3.3.c.</b> - 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	7	5	5	4	2
<b>W.2.6</b>	<b>2.3.3.d.</b> - 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		1
Research to Build and Present		1	2	3a	3b	4	5	6
<b>W.2.7</b>								7
<b>W.2.8</b>	<b>2.4.1.e.</b> - Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)			8				7
<b>W.2.9</b> (Begins in grade 4)								
Range of Writing		1	2	3a	3b	4	5	6
<b>W.2.10</b> (Begins in grade 3)								
	<b>2.1.1.c.</b> - Maintain focus on the topic.			√	√	√	√	√
	<b>2.3.1.c.</b> - Organize ideas using pictures, graphic organizers, or story maps.							unit 2 & beyond
	<b>2.3.1.d.</b> - Write simple, descriptive poems.							√
	<b>2.3.1.f.</b> - Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts.							unit 2 & beyond
	<b>2.3.1.g.</b> - Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).							unit 2 & beyond
	<b>2.4.1.b.</b> - Identify a specific question and gather information for purposeful investigation and inquiry.							√
	<b>2.4.1.d.</b> - Use a variety of multimedia sources to answer questions of interest.							√
Conventions of Standard English		1	2	3a	3b	4	5	6
<b>L.2.1a</b>	<b>2.3.3.a.i.</b> - 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)			1	3		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	2.3.3.a.v. - Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)	1	1		4		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)	1	1	5	4			
L.2.2a	2.3.3.b.i. - Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)			4				
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)				3	5	4	
L.2.2d	2.3.3.b.iv. - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)							
L.2.2e	2.3.3.b.v. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS:			5				1
	2.3.2.g. - Apply appropriate transition words to writing.							unit 2 & beyond
	2.3.3.a.vi. - Apply accurate subject-verb agreement while writing							taught in 1st grade
	2.3.3.a.viii. - Vary sentence beginning		√					

**WriteSteps teaches 100% of the Writing and Grammar/Convention standards that correlate with the Common Core Standards and 99% of your state's standards in those areas.**

Grade 3		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
<b>CCSS #</b>	<b>Colorado Reading, Writing, and Communicating Standards</b>							
<b>W.3.1a</b>	<b>3.3.1.a.i.</b> - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a)					10		
<b>W.3.1b</b>	<b>3.3.1.a.ii.</b> - Provide reasons that support the opinion. (CCSS: W.3.1b)					6		
<b>W.3.1c</b>	<b>3.3.1.a.iii.</b> - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)					4		
<b>W.3.1d</b>	<b>3.3.1.a.iv.</b> - Provide a concluding statement or section. (CCSS: W.3.1d)						4	
<b>W.3.2a</b>	<b>3.3.2.a.i.</b> - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)			8	6			8
<b>W.3.2b</b>	<b>3.3.2.a.iii.</b> - Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)			9	7			11
<b>W.3.2c</b>	<b>3.3.2.a.iv.</b> - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3c)			6	2			4
<b>W.3.2d</b>	<b>3.3.2.a.v.</b> - Provide a concluding statement or section. (CCSS: W.3.2d)			6	2			
<b>W.3.3a</b>	<b>3.3.1.b.i.</b> - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)	1	9				6	
<b>W.3.3b</b>	<b>3.3.1.b.ii.</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)	2	3	1			3	
<b>W.3.3c</b>	<b>3.3.1.b.iii.</b> - Use temporal words and phrases to signal event order. (CCSS: W.3c)	1	3				1	
<b>W.3.3d</b>	<b>3.3.1.b.iv.</b> - Provide a sense of closure. (CCSS: W.3.3d)	1	2				1	
<b>Production and Distribution</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>W.3.4</b>	<b>3.3.3.a.</b> - 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	2	5	3	8
<b>W.3.5</b>	<b>3.3.1.a.v.</b> - Brainstorm ideas for writing <b>3.3.3.b.</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)	1	9	5	6	2	15	8
<b>W.3.6</b>	<b>3.3.3.c.</b> - 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
<b>Research to Build and Present</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>W.3.7</b>	<b>3.4.1.a.</b> - Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)							13
<b>W.3.8</b>	<b>3.4.1.b.</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)							9
<b>W.3.9</b> (Begins in grade 4)								

Range of Writing		1	2	3a	3b	4	5	6
<b>W.3.10</b>	<b>W.3.10</b> - 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.	1	5				2	
	<b>3.4.1.d.</b> - Develop supporting visual information (charts, maps, illustrations, models).							√
	<b>3.4.2.c.</b> - Determine the clarity, relevance, and accuracy of information.							√
Conventions of Standard English		1	2	3a	3b	4	5	6
<b>L.3.1a</b>	<b>3.3.3.e.i.</b> - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)	1	2		1	3	4	
<b>L.3.1b</b>	<b>3.3.3.e.ii.</b> - Form and use regular and irregular plural nouns. (CCSS: L.3.1b)							5
<b>L.3.1c</b>	<b>3.3.3.e.iii.</b> - Use abstract nouns (e.g., childhood). (CCSS: L.3.1c)	1	1					1
<b>L.3.1d</b>	<b>3.3.3.e.iv.</b> - Form and use regular and irregular verbs. (CCSS: L.3.1d)						1	
<b>L.3.1e</b>	<b>3.3.3.e.v.</b> - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)	1	1				1	
<b>L.3.1f</b>	<b>3.3.3.e.vi.</b> - Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)	1	1	1				
<b>L.3.1g</b>	<b>3.3.3.e.vii.</b> - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)							
<b>L.3.1h</b>	<b>3.3.3.e.viii.</b> - Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)	1	2	1	1		1	
<b>L.3.1i</b>	<b>3.3.3.e.ix.</b> - Produce simple, compound, and complex sentences. (CCSS: L.3.1i) <b>3.3.3.e.x.</b> - Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts	1	1	1	1			4
<b>L.3.2a</b>	<b>3.3.3.f.i.</b> - Capitalize appropriate words in titles. (CCSS: L.3.2a)				2	3	3	
<b>L.3.2b</b>	<b>3.3.3.f.ii.</b> - Use commas in addresses. (CCSS: L.3.2b)							
<b>L.3.2c</b>	<b>3.3.3.f.iii.</b> - Use commas and quotation marks in dialogue. (CCSS: L.3.2c)		2				2	
<b>L.3.2d</b>	<b>3.3.3.f.iv.</b> - Form and use possessives. (CCSS: L.3.2d)	1		1	1	1	3	
<b>L.3.2e</b>	<b>3.3.3.f.v.</b> - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)	2	1	2	1	1		
<b>L.3.2f</b>	<b>3.3.3.f.vi.</b> - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)	1	1	1	1	1		
<b>L.3.2g</b>	<b>3.3.3.f.vii.</b> - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)	1	1	1	1	1	1	
	<b>3.2.1.b.ii.</b> - Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events		√		√	√		

**WriteSteps teaches 100% of the Writing and Grammar/Convention standards that correlate with the Common Core Standards and 99% of your state's standards in those areas.**



Grade 4		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
<b>CCSS #</b>	<b>Colorado Reading, Writing, and Communicating Standards</b>							
<b>W.4.1a</b>	<b>4.3.1.a.i.</b> - to support the writer's purpose. (CCSS: W.4.1a)					8		
<b>W.4.1b</b>	<b>4.3.1.a.ii.</b> - Provide reasons that are supported by facts and details. (CCSS: W.4.1b)					8		
<b>W.4.1c</b>	<b>4.3.1.a.iii.</b> - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)					3		
<b>W.4.1d</b>	<b>4.3.1.a.iv.</b> - Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)					2		
<b>W.4.2a</b>	<b>4.3.2.a.i.</b> - 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)				7			3
<b>W.4.2b</b>	<b>4.3.2.a.v.</b> - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)			2	5			13
<b>W.4.2c</b>	<b>4.3.2.a.vi.</b> - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS: W.4.2c)			1	7			3
<b>W.4.2d</b>	<b>4.3.2.a.vii.</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)			2	6			9
<b>W.4.2e</b>	<b>4.3.2.a.viii.</b> - Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)			3	4			1
<b>W.4.3a</b>	<b>4.3.1.b.i.</b> - 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
<b>W.4.3b</b>	<b>4.3.1.b.iii.</b> - Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)	2	6		1			3
<b>W.4.3c</b>	<b>4.3.1.b.iv.</b> - Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)	1	5	1				1
<b>W.4.3d</b>	<b>4.3.1.b.v.</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)	2	8					5
<b>W.4.3e</b>	<b>4.3.1.b.vi.</b> - Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)	1						
Production and Distribution		1	2	3a	3b	4	5	6
<b>W.4.4</b>	<b>4.3.3.a.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)	1	6			5	3	
<b>W.4.5</b>	<b>4.3.3.b.</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	8	8	6	3	7
<b>W.4.6</b>	<b>4.3.3.c.</b> - 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
<b>W.4.7</b>								6
<b>W.4.8</b>	<b>4.4.1.b.i.</b> - Identify relevant sources for locating information.				2			6
	<b>4.4.1.b.iii.</b> - Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources).							
	<b>4.4.1.b.iv.</b> - Read for key ideas, take notes, and organize information read (using graphic organizer).							

<b>W.4.9</b>	<b>4.4.1.c.i.</b> - 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)				1	1	1		
<b>W.4.9b</b>	<b>4.4.1.c.ii.</b> - 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)				1				3
<b>Range of Writing</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<b>W.4.10</b>	<b>4.2.1.d.i.</b> - 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)		6		3	2	3	3	
	<b>4.2.2.b.iv.</b> - Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension.			√					
	<b>4.2.2.b.vi.</b> - Identify conclusions.	unit 3a & beyond							
	<b>4.3.1.b.ii.</b> - Choose planning strategies to support text structure and intended outcome.			√			√	√	
	<b>4.3.2.a.ii.</b> - Choose planning strategies to support text structure and intended outcome.			√			√	√	
	<b>4.3.3.d.</b> - Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose			√				√	
	<b>4.4.1.a.i.</b> - Identify a topic and formulate open-ended research questions for further inquiry and learning.							√	
	<b>4.4.1.b.v.</b> - Interpret and communicate the information learned by developing a brief summary with supporting details.		√		√	√	√		
	<b>4.4.1.b.vi.</b> - Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models).							√	
	<b>4.4.2.d.</b> - Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth.							√	
<b>Conventions of Standard English</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<b>L.4.1a</b>	<b>4.3.3.f.i.</b> - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a)	1	1	1					1
<b>L.4.1b</b>	<b>4.3.3.f.ii.</b> - 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	2		1	1	
<b>L.4.1c</b>	<b>4.3.3.f.iii.</b> - Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (CCSS: L.4.1c)	1	2		1	1	1		
<b>L.4.1d</b>	<b>4.3.3.f.iv.</b> - 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				3		
<b>L.4.1e</b>	<b>4.3.3.f.v.</b> - Form and use prepositional phrases. (CCSS: L.4.1e)	1	2	1		1	1	1	
<b>L.4.1f</b>	<b>4.3.3.f.vii.</b> - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)	1	2	1	1	2	2		
<b>L.4.1g</b>	<b>4.3.3.f.viii.</b> - Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)			2	1	1	1		
<b>L.4.2a</b>	<b>4.3.3.g.i.</b> - Use correct capitalization. (CCSS: L.4.2a)	1	2	2	1	1	1	1	
<b>L.4.2b</b>	<b>4.3.3.g.ii.</b> - Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)	1	4	1			2		
<b>L.4.2c</b>	<b>4.3.3.g.iii.</b> - Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)	1	2	2	1	1	2	1	
<b>L.4.2d</b>	<b>4.3.3.g.iv.</b> - Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)	1	2	2	1	1	1		
	<b>4.3.3.f.vi.</b> - Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing.				√	√	√		

**WriteSteps teaches 100% of the Writing and Grammar/Convention standards that correlate with the Common Core Standards and 99% of your state's standards in those areas.**

Grade 5		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Colorado Reading, Writing, and Communicating 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		
W.5.1b	5.3.2.a.iii. - Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)					10		
W.5.1c	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)			6	4			4
W.5.2b	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)			4	6	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)				3			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)			3	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	2	2		
W.5.3a	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)	1	4				6	
W.5.3b	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)	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	2	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	5.3.1.a.vi. - Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)	1	3				1	
Production and Distribution		1	2	3a	3b	4	5	6
W.5.4	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	3	3	2	2	5	4
W.5.5	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)	1	8	5	7	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								7
W.5.8							1	9
W.5.9a	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)						1	

<b>W.5.9b</b>	5.2.2.c.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)		5	1	3	1		5
<b>Range of Writing</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>W.5.10</b>			8	4	2	6	7	4
	<b>5.2.2.a.iv.</b> - Distinguish between fact and opinion, providing support for judgments made.			√	√			
	<b>5.2.2.b.iv.</b> - 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.				√	√		
	<b>5.3.2.a.i.</b> - Include cause and effect, opinions, and other opposing viewpoints in persuasive writing.		√		√	√		
	<b>5.4.1.a.i.</b> - Summarize and support key ideas.		√		√	√	√	
	<b>5.4.1.b.i.</b> - Develop relevant supporting visual information (charts, maps, graphs, photo evidence, models).							√
	<b>5.4.1.b.ii.</b> - Provide documentation of sources used in a grade-appropriate format.		√		√	√	√	
<b>Conventions of Standard English</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>L.5.1a</b>	<b>5.3.3.b.i.</b> - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)	1	7	3	1	1	1	
<b>L.5.1b</b>	<b>5.3.3.b.ii.</b> - 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		1	
<b>L.5.1c</b>	<b>5.3.3.b.iii.</b> - Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)		1	1	2	1	1	
<b>L.5.1d</b>	<b>5.3.3.b.iv.</b> - Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)			2				1
<b>L.5.1e</b>	<b>5.3.3.b.v.</b> - Use correlative conjunctions (e.g., either/or, neither/nor). (CCSS: L.5.1e)		2	1	1			
<b>L.5.2a</b>	<b>5.3.3.a.i.</b> - Use punctuation to separate items in a series. (CCSS: L.5.2a)		1	1	2		2	1
<b>L.5.2b</b>	<b>5.3.3.a.ii.</b> - Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)		4				2	
<b>L.5.2c</b>	<b>5.3.3.a.iii.</b> - 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	
<b>L.5.2d</b>	<b>5.3.3.a.iv.</b> - Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)		2	1	1		1	
<b>L.5.2e</b>	<b>5.3.3.a.v.</b> - Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)		1	1	2		1	
	<b>5.1.1.d.</b> - Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.			√	√			√

**WriteSteps teaches 100% of the Writing and Grammar/Convention standards that correlate with the Common Core Standards and 99% of your state's standards in those areas.**