

## Purpose of Reading, Writing, and Communicating

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

—Francis Bacon

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

—George Orwell

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

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

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

Language skills are necessary for academic success in all disciplines. The ability to integrate reading, writing, speaking, and listening effectively builds understanding across all academic subjects as well as allowing for the development of 21st century skills within the context of these subjects. Critical thinking and reasoning, information literacy, collaboration, self-direction, and innovation are vital 21st century skills. Standards for reading, writing, and communicating in all grades must be clear and rigorous so that our public educational system gives students the skills, knowledge, and confidence they need to succeed in postsecondary education and the workforce, to be well-informed and responsible citizens, and to lead more fulfilling personal lives.

The Colorado Academic Standards in Reading, Writing, and Communicating were written for all students using the content, concepts, skills and language conventions and structures found within the English language. This does not mean students must be native English speakers, nor fluent English proficient, but by utilizing the Colorado English Language Proficiency standards ([Office of Culturally and Linguistically Diverse Education](#)) in tandem with the Colorado Academic Standards, qualified and well prepared educators can ensure that all English Learners receive appropriate support to ensure all students successfully meet the expectations in the standards.

## Prepared Graduates in Reading, Writing, and Communicating

### Oral Communications and Listening

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
2. Deliver effective oral presentations for varied audiences and varied purposes.

### Reading for all Purposes

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

### Writing and Composition

6. Craft arguments using techniques specific to the genre.
7. Craft informational/explanatory texts using techniques specific to the genre.
8. Craft narratives using techniques specific to the genre.
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

### Research Inquiry and Design

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

## **Standards in Reading, Writing, and Communicating**

The Colorado Academic Standards in reading, writing, and communicating are organized by content area. The four standards of reading, writing, and communicating are:

### **1. Oral Expression and Listening**

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

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

### **2. Reading for All Purposes**

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

### **3. Writing and Composition**

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

### **4. Research Inquiry and Design**

Effective researching involves critical thinking, thoughtful inquiry, and consideration of multiple points of view on a given topic. Students will generate engaging research questions and gather data, expert testimony, and information to support their analyses and conclusions. Individually and in collaboration with others, students will learn the skills necessary to consider biases, evaluate sources, synthesize information, and defend their positions. In addition, as students' progress, they will consider opposing perspectives and address counterarguments to their claims and the evidence they provide in support of their argument.

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

### **Instructional Implications with the Revised Standards**

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

### **Proportion of Informational Text to Literary Text**

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

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

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

### **Early Literacy: Kindergarten through Third Grade**

The importance of developing a strong foundation in early literacy cannot be refuted. Evidence Outcomes in Standard 1: Oral Expression and Listening and in Standard 2: Reading for all Purposes marked with an asterisk (\*) are the minimum competencies identified in the READ Act. The Standards, as represented by the minimum skills competencies, move students through the foundational skills to establish the strong foundation for proficient readers in phonemic awareness, phonics, fluency, and vocabulary. Ultimately, the end goal is for readers to be able to comprehend texts of varying levels of complexity, and in later grades, in all content areas.

Teachers of reading in elementary schools throughout Colorado should teach students academic language skills, develop awareness of the segments of sounds, teach students to decode words and analyze word parts, and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. While there is an abundance of instructional resources available 2020 Colorado Academic Standards Page 8 to teachers, beginning with their own basal readers in their schools and districts, the What Works Clearinghouse has two very rich practice guides: [Improving Reading Comprehension in Kindergarten Through 3<sup>rd</sup> Grade](#) and [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3<sup>rd</sup> Grade](#).

### **“Close Reading” Practices and Other Instructional Approaches**

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

### **The Teaching of Writing**

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

**Standard One: Oral Communication and Listening**

<b>Prepared Graduate: 1. Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective</b>		
<b>Grade Level</b>	<b>Numbering System</b>	<b>Grade Level Expectations</b>
Eleventh/Twelfth Grade	S.1-PGS.1-GLE.1-GR.11-12	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
Ninth/Tenth Grade	S.1-PGS.1-GLE.1-GR.9-10	Respond to others' ideas, and evaluate perspective and rhetoric.
Eighth Grade	S.1-PGS.1-GLE.1-GR.8	Engage in effective collaborative discussions and analyze information presented.
Seventh Grade	S.1-PGS.1-GLE.1-GR.7	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
Sixth Grade	S.1-PGS.1-GLE.1-GR.6	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
Fifth Grade	S.1-PGS.1-GLE.1-GR.5	Collaborate in discussions that serve various purposes and address various situations.
Fourth Grade	S.1-PGS.1-GLE.1-GR.4	Pose thoughtful questions after actively listening to others.
Third Grade	S.1-PGS.1-GLE.1-GR.3	Participate cooperatively in group activities.
*Second Grade	S.1-PGS.1-GLE.1-GR.2	Engage in dialogue and learn new information through active listening.
First Grade	S.1-PGS.1-GLE.1-GR.1	Communicate using verbal and nonverbal language to express and receive information.
*Kindergarten	S.1-PGS.1-GLE.1-GR.K	Communicate using verbal and nonverbal language.
Preschool	S.1-PGS.1-GLE.1-GR.Pre-K	Children comprehend and understand the English language (Receptive Language).

\*The asterisks denotes the grade-level with Evidence Outcomes that reflect the minimum skills competencies identified within the READ Act.

**Standard One: Oral Communication and Listening**

Prepared Graduate: 2. Deliver organized and effective oral presentations for varied audiences and varied purposes.		
Grade Level	Numbering System	Grade Level Expectations
Eleventh/Twelfth Grade	S.1-PGS.2-GLE.2-GR.11-12	Respond to others' ideas, and evaluate perspective and rhetoric.
Ninth/Tenth Grade	S.1-PGS.2-GLE.2-GR.9-10	Organize and develop credible presentations tailored to purpose and audience.
Eighth Grade	S.1-PGS.2-GLE.2-GR.8	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
Seventh Grade	S.1-PGS.2-GLE.2-GR.7	Prepare for formal presentations and use appropriate delivery techniques.
Sixth Grade	S.1-PGS.2-GLE.2-GR.6	Develop, organize, and present ideas and opinions effectively.
Fifth Grade	S.1-PGS.2-GLE.2-GR.5	Present to express an opinion, persuade, or explain/provide information.
Fourth Grade	S.1-PGS.2-GLE.2-GR.4	Create a plan to effectively present information both informally and formally.
Third Grade	S.1-PGS.2-GLE.2-GR.3	Communicate using appropriate language in informal and formal situations.
*Second Grade	S.1-PGS.2-GLE.2-GR.2	Deliver presentations while maintaining focus on topic and be prepared to discuss.
*First Grade	S.1-PGS.2-GLE.2-GR.1	Use multiple strategies to develop and expand oral communication.
*Kindergarten	S.1-PGS.2-GLE.2-GR.K	Develop oral communication skills through a language-rich environment.
Preschool	S.1-PGS.2-GLE.2-GR.Pre-K	Children use language to convey thoughts and feelings (Expressive Language).

\*The asterisks denotes the grade-level with Evidence Outcomes that reflect the minimum skills competencies identified within the READ Act.

**Standard Two: Reading for All Purposes**

<b>Prepared Graduate: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.</b>		
<b>Grade Level</b>	<b>Numbering System</b>	<b>Grade Level Expectations</b>
Eleventh/Twelfth Grade	S.2-PGS.3-GLE.1-GR.11-12	Interpret and evaluate complex literature using various critical reading strategies.
Ninth/Tenth Grade	S.2-PGS.3-GLE.1-GR.9-10	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
Eighth Grade	S.2-PGS.3-GLE.1-GR.8	Analyze and evaluate literary elements and an author's choices to understand literary text.
Seventh Grade	S.2-PGS.3-GLE.1-GR.7	Analyze the connections between interrelated literary elements to understand literary texts.
Sixth Grade	S.2-PGS.3-GLE.1-GR.6	Analyze literary elements within different types of literature to make meaning.
Fifth Grade	S.2-PGS.3-GLE.1-GR.5	Apply strategies to interpret and analyze various types of literary texts.
Fourth Grade	S.2-PGS.3-GLE.1-GR.4	Apply strategies to comprehend and interpret literary texts.
*Third Grade	S.2-PGS.3-GLE.1-GR.3	Apply strategies to fluently read and comprehend various literary texts.
*Second Grade	S.2-PGS.3-GLE.1-GR.2	Apply specific skills to comprehend and fluently read literary texts.
*First Grade	S.2-PGS.3-GLE.1-GR.1	Apply foundational reading strategies to fluently read and comprehend literary texts.
*Kindergarten	S.2-PGS.3-GLE.1-GR.K	Develop and apply the concepts of print and comprehension of literary texts.
Preschool	S.2-PGS.3-GLE.1-GR.Pre-K	Children understand and obtain meaning from stories and information from books and other texts.

\*The asterisks denotes the grade-level with Evidence Outcomes that reflect the minimum skills competencies identified within the READ Act.

**Standard Two: Reading for All Purposes**

Prepared Graduate: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.		
Grade Level	Numbering System	Grade Level Expectations
Eleventh/Twelfth Grade	S.2-PGS.4-GLE.2-GR.11-12	Interpret and evaluate complex informational texts using various critical reading strategies.
Ninth/Tenth Grade	S.2-PGS.4-GLE.2-GR.9-10	Understand the logical progression of ideas in increasingly complex texts.
Eighth Grade	S.2-PGS.4-GLE.2-GR.8	Analyze and evaluate an author's choices to understand informational text.
Seventh Grade	S.2-PGS.4-GLE.2-GR.7	Summarize and evaluate to show understanding of informational texts.
Sixth Grade	S.2-PGS.4-GLE.2-GR.6	Analyze organization and structure of informational text to make meaning.
Fifth Grade	S.2-PGS.4-GLE.2-GR.5	Apply strategies to interpret and analyze various types of informational texts.
Fourth Grade	S.2-PGS.4-GLE.2-GR.4	Apply strategies to comprehend and interpret informational texts.
*Third Grade	S.2-PGS.4-GLE.2-GR.3	Apply strategies to fluently read and comprehend various informational texts.
*Second Grade	S.2-PGS.4-GLE.2-GR.2	Apply specific skills to comprehend and fluently read informational texts.
*First Grade	S.2-PGS.4-GLE.2-GR.1	Apply foundational reading strategies to fluently read and comprehend informational texts.
*Kindergarten	S.2-PGS.4-GLE.2-GR.K	Develop and apply the concepts of print and comprehension of informational texts.
Preschool	S.2-PGS.4-GLE.2-GR.Pre-K	Phonological awareness is the building block for understanding language.

\*The asterisks denotes the grade-level with Evidence Outcomes that reflect the minimum skills competencies identified within the READ Act.

**Standard Two: Reading for All Purposes**

Prepared Graduate: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning of style when writing and speaking.		
Grade Level	Numbering System	Grade Level Expectations
Eleventh/Twelfth Grade	S.2-PGS.5-GLE.3-GR.11-12	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
Ninth/Tenth Grade	S.2-PGS.5-GLE.3-GR.9-10	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
Eighth Grade	S.2-PGS.5-GLE.3-GR.8	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
Seventh Grade	S.2-PGS.5-GLE.3-GR.7	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
Sixth Grade	S.2-PGS.5-GLE.3-GR.6	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
Fifth Grade	S.2-PGS.5-GLE.3-GR.5	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
Fourth Grade	S.2-PGS.5-GLE.3-GR.4	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
*Third Grade	S.2-PGS.5-GLE.3-GR.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
*Second Grade	S.2-PGS.5-GLE.3-GR.2	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
*First Grade	S.2-PGS.5-GLE.3-GR.1	Refine foundational reading skills through understanding word structure, word relationships, and word families.
*Kindergarten	S.2-PGS.5-GLE.3-GR.K	Develop basic reading skills through the use of foundational skills.
Preschool	S.2-PGS.5-GLE.3-GR.Pre-K	Print concepts and conventions anchor concepts of early decoding.
	S.2-PGS.5-GLE.4-GR.Pre-K	The names and sounds associated with letters makes up alphabetic knowledge.

\*The asterisks denotes the grade-level with Evidence Outcomes that reflect the minimum skills competencies identified within the READ Act.

**Standard Three: Writing and Composition**

<b>Prepared Graduate: 6. Craft arguments using techniques specific to the genre.</b>		
<b>Grade Level</b>	<b>Numbering System</b>	<b>Grade Level Expectations</b>
Eleventh/Twelfth Grade	S.3-PGS.6-GLE.1-GR.11-12	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
Ninth/Tenth Grade	S.3-PGS.6-GLE.1-GR.9-10	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
Eighth Grade	S.3-PGS.6-GLE.1-GR.8	Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.
Seventh Grade	S.3-PGS.6-GLE.1-GR.7	Write well-organized arguments using logical reasoning, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.
Sixth Grade	S.3-PGS.6-GLE.1-GR.6	Write arguments that support claim(s) using clear reasons, relevant evidence, credible sources, and a formal style.
Fifth Grade	S.3-PGS.6-GLE.1-GR.5	Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.
Fourth Grade	S.3-PGS.6-GLE.1-GR.4	Write opinion pieces on topics or texts supporting a point of view with reasons and information.
Third Grade	S.3-PGS.6-GLE.1-GR.3	Write opinion pieces on topics or texts, supporting a point of view with reasons.
Second Grade	S.3-PGS.6-GLE.1-GR.2	Write pieces on a topic or book that state opinions and give supporting reasons.
First Grade	S.3-PGS.6-GLE.1-GR.1	Write an opinion supported by reasons.
Kindergarten	S.3-PGS.6-GLE.1-GR.K	Write opinions using labels, dictation, and drawing.
Preschool	S.3-PGS.6-GLE.1-GR.Pre-K	Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

**Standard Three: Writing and Composition**

<b>Prepared Graduate: 7. Craft informational/explanatory texts using techniques specific to the genre.</b>		
<b>Grade Level</b>	<b>Numbering System</b>	<b>Grade Level Expectations</b>
Eleventh/Twelfth Grade	S.3-PGS.7-GLE.2-GR.11-12	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
Ninth/Tenth Grade	S.3-PGS.7-GLE.2-GR.9-10	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
Eighth Grade	S.3-PGS.7-GLE.2-GR.8	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
Seventh Grade	S.3-PGS.7-GLE.2-GR.7	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
Sixth Grade	S.3-PGS.7-GLE.2-GR.6	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
Fifth Grade	S.3-PGS.7-GLE.2-GR.5	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
Fourth Grade	S.3-PGS.7-GLE.2-GR.4	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
Third Grade	S.3-PGS.7-GLE.2-GR.3	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
Second Grade	S.3-PGS.7-GLE.2-GR.2	Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.
First Grade	S.3-PGS.7-GLE.2-GR.1	Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.
Kindergarten	S.3-PGS.7-GLE.2-GR.K	Write informative/explanatory texts on a topic using labels, dictation, and drawing.
Preschool	S.3-PGS.7-GLE.2-GR.Pre-K	None

**Standard Three: Writing and Composition**

<b>Prepared Graduate: 8. Craft narratives using techniques specific to the genre.</b>		
<b>Grade Level</b>	<b>Numbering System</b>	<b>Grade Level Expectations</b>
Eleventh/Twelfth Grade	S.3-PGS.8-GLE.3-GR.11-12	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
Ninth/Tenth Grade	S.3-PGS.8-GLE.3-GR.9-10	Write engaging real or imagined narratives using multiple plot lines.
Eighth Grade	S.3-PGS.8-GLE.3-GR.8	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
Seventh Grade	S.3-PGS.8-GLE.3-GR.7	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
Sixth Grade	S.3-PGS.8-GLE.3-GR.6	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
Fifth Grade	S.3-PGS.8-GLE.3-GR.5	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
Fourth Grade	S.3-PGS.8-GLE.3-GR.4	Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.
Third Grade	S.3-PGS.8-GLE.3-GR.3	Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.
Second Grade	S.3-PGS.8-GLE.3-GR.2	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
First Grade	S.3-PGS.8-GLE.3-GR.1	Recount real or imagined, sequenced events that include details and a sense of closure.
Kindergarten	S.3-PGS.8-GLE.3-GR.K	Write real or imagined narratives using labels, dictation, and drawing.
Preschool	S.3-PGS.8-GLE.3-GR.Pre-K	None

**Standard Three: Writing and Composition**

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

Grade Level	Numbering System	Grade Level Expectations
Eleventh/Twelfth Grade	S.3-PGS.9-GLE.4-GR.11-12	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
Ninth/Tenth Grade	S.3-PGS.9-GLE.4-GR.9-10	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
Eighth Grade	S.3-PGS.9-GLE.4-GR.8	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
Seventh Grade	S.3-PGS.9-GLE.4-GR.7	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
Sixth Grade	S.3-PGS.9-GLE.4-GR.6	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
Fifth Grade	S.3-PGS.9-GLE.4-GR.5	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
Fourth Grade	S.3-PGS.9-GLE.4-GR.4	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
Third Grade	S.3-PGS.9-GLE.4-GR.3	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
Second Grade	S.3-PGS.9-GLE.4-GR.2	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
First Grade	S.3-PGS.9-GLE.4-GR.1	Use appropriate grammar, spelling, capitalization, and punctuation.
Kindergarten	S.3-PGS.9-GLE.4-GR.K	Use appropriate mechanics and conventions when creating simple texts.
Preschool	S.3-PGS.9-GLE.4-GR.Pre-K	None

**Standard Four: Research Inquiry and Design**

<b>Prepared Graduate: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.</b>		
<b>Grade Level</b>	<b>Numbering System</b>	<b>Grade Level Expectations</b>
Eleventh/Twelfth Grade	S.4-PGS.10-GLE.1-GR.11-12	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
Ninth/Tenth Grade	S.4-PGS.10-GLE.1-GR.9-10	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
Eighth Grade	S.4-PGS.10-GLE.1-GR.8	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
Seventh Grade	S.4-PGS.10-GLE.1-GR.7	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
Sixth Grade	S.4-PGS.10-GLE.1-GR.6	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
Fifth Grade	S.4-PGS.10-GLE.1-GR.5	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
Fourth Grade	S.4-PGS.10-GLE.1-GR.4	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
Third Grade	S.4-PGS.10-GLE.1-GR.3	Gather, interpret, and communicate information discovered during short research projects.
Second Grade	S.4-PGS.10-GLE.1-GR.2	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
First Grade	S.4-PGS.10-GLE.1-GR.1	Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.
Kindergarten	S.4-PGS.10-GLE.1-GR.K	Explore the purposes for research and inquiry by accessing resources in collaborative settings.
Preschool	S.4-PGS.10-GLE.1-GR.Pre-K	Begin research by asking a question to identify and define a problem and its possible solutions.

**Additional Resources:**

<http://www.cde.state.co.us/standardsandinstruction/2020implementation>

<http://www.cde.state.co.us/coreadingwriting>

<http://www.cde.state.co.us/coloradoliteracy>