



Correlation of *Core Knowledge*[®] *Sequence* & Colorado Grade Level Expectations

Core Knowledge [®] Content (Language Arts-Kindergarten)	Colorado Grade Level Expectations (Kinder-Reading & Writing)
I. Reading and Writing	
A. Book and Print Awareness	
▪	K.1.A.1 tell a simple story with a beginning, middle, and end K.1.A.2 retell a known story in sequence K.6.B tell a simple story with a beginning, middle, and end
▪	K.1.B.2 understand directionality of print
▪	K.1.C.2 follow written text when the text is read aloud K.1.B.3 focus on word after word in sequence (voice-print match)
B. Phonemic Awareness	
▪	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)
▪	
▪	
▪	
▪	
▪	K.1.B.4 use pictures to predict print K.1.C.3 hear and repeat initial sounds in words
C. Decoding and Encoding	
▪	
D. Reading and Language Comprehension	
▪	
▪	K.6.A identify and compare characters, settings, and events in story or picture K.2.A relate a narrative, creative story, or other communication by drawing, telling, and writing
▪	
▪	K.1.B.5 realize that print carries meaning K.6.A identify and compare characters, settings, and events in story or picture
E. Writing and Spelling	
▪	K.1.D.1 know letters in their names K.1.D.2 know own name in print
▪	K.1.D.4 recognize the difference between lower and upper case letters K.3.C copy the 26 letters of the alphabet
▪	K.2.C create a message by drawing, telling, and/or emergent writing K.3.A spell simple words K.3.B apply letter/sound relationships as emergent writers K.5.A create a message by drawing, telling, and/or emergent writing
II. Poetry	
A. Mother Goose and Other Traditional Poems	
▪	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

B. Other Poems, Old and New	
▪	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)
III. Fiction	
<u>Teachers:</u> While the following works make up a strong core of literature, the content of the language arts includes not only stories, fables, and poems, but also well-practiced, operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help children practice decoding skills (see above, I. Reading and Writing). The following works constitute a core of stories for this grade. In kindergarten, these stories are meant to be read-aloud selections. Expose children to many more stories, including classic picture books and read-aloud books. (In schools, teachers across grade levels should communicate their choices in order to avoid undue repetition.) Children should also be exposed to non-fiction prose: biographies, books on science and history, books on art and music, etc. And, children should be given opportunities to tell and write their own stories.	K.2.B create a narrative by drawing, telling, and/or emergent writing
A. Stories	
▪	K.6.A identify and compare characters, settings, and events in story or picture
B. Aesop's Fables	
▪	K.6.A identify and compare characters, settings, and events in story or picture
C. American Folk Heroes and Tall Tales	
▪	K.6.A identify and compare characters, settings, and events in story or picture
D. Literary Terms	
▪	
IV. Sayings and Phrases	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i> , but can be covered in other areas
This can be covered in many other areas	K.1.B.1 handle books correctly
This can be covered in many other areas	K.1.D.3 recognize the difference between numerals and letters
Core Knowledge® Content (Language Arts-Grade 1)	Colorado Grade Level Expectations (Grade 1-Reading & Writing)
I. Reading and Writing	
A. Phonemic Awareness	
▪	
B. Decoding, Word Recognition, and Oral Reading	
▪	
▪	
▪	
▪	1.1.B.1 recognize letters and know sound-symbol relationships (graphophonics)
▪	1.1.B.2 use the word attack skill of letter-sound relationships when reading (graphophonics)
▪	
C. Reading Comprehension and Response	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

▪	
▪	
▪	1.1.A.4 make logical predictions
▪	
▪	
▪	
D. Writing	
▪	1.2.A generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion) 1.2.B align purpose (for example, to entertain, to inform, to communicate) with audience 1.2.C write a first draft with the necessary components for a specific genre 1.2.D revise draft content (for example, organization, relevant details, clarity) 1.2.E edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference) 1.2.F proofread revised draft 1.2.G present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform) 1.3.E write legibly
E. Spelling, Grammar, and Usage	
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks 1.3.B spell high frequency words correctly
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks 1.3.C punctuate endings of sentences
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks 1.3.D capitalize sentence beginnings and proper nouns
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks
II. Poetry	
▪	1.1.A.1 use pictures to check meaning 1.6.B identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry 1.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
III. Fiction	
A. Stories	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

▪	1.1.A.1 use pictures to check meaning 1.1.A.2 use prior knowledge to comprehend text 1.1.A.3 retell in logical, sequential order including some detail and inference 1.1.B.3 use sentence structure and word order to predict meaning (syntax) 1.1.B.4 use background knowledge and context to construct meaning (semantics) 1.6.A identify the elements of plot, character, and setting in a favorite story 1.6.C identify words appealing to the senses or involving direct or indirect comparisons in literature 1.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 1.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
B. Aesop's Fables	
▪	1.1.A.1 use pictures to check meaning 1.1.A.2 use prior knowledge to comprehend text 1.1.A.3 retell in logical, sequential order including some detail and inference 1.1.B.3 use sentence structure and word order to predict meaning (syntax) 1.1.B.4 use background knowledge and context to construct meaning (semantics) 1.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
C. Different Lands, Similar Stories	
▪	1.1.A.1 use pictures to check meaning 1.1.A.2 use prior knowledge to comprehend text 1.1.A.3 retell in logical, sequential order including some detail and inference 1.1.B.3 use sentence structure and word order to predict meaning (syntax) 1.1.B.4 use background knowledge and context to construct meaning (semantics) 1.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 1.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
D. Literary Terms	
▪	
IV. Sayings and Phrases	
	1.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
This can be covered in many other areas	1.5.A gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors
This can be covered in many other areas	1.5.B record observations (for example, logs, lists, graphs, charts, tables, illustrations)
This can be covered in many other areas	1.5.C report events sequentially
This can be covered in many other areas	1.5.D write a concluding statement
Grade 3: Language Arts: Writing	1.5.E use resources (for example, video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words
Grade 3: Language Arts: Writing	1.5.F list resources used by title

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

Core Knowledge® Content (Language Arts-Grade 2)	Colorado Grade Level Expectations (Grade 2-Reading & Writing)
I. Reading and Writing	
A. Decoding, Word Recognition, and Oral Reading	
▪	2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics)
▪	2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics)
▪	2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics)
▪	2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics)
B. Reading Comprehension and Response	
▪	2.1.A.2 use a variety of comprehension strategies before, during, and after reading
▪	2.1.A.2 use a variety of comprehension strategies before, during, and after reading
▪	2.1.A.2 use a variety of comprehension strategies before, during, and after reading
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts
▪	
▪	
▪	
C. Writing	
▪	2.2.B align purpose (for example, to entertain, to inform, to communicate) with audience 2.2.C write a first draft with the necessary components for a specific genre
▪	
▪	2.2.D revise draft content (for example, organization, relevant details, clarity) 2.2.E edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference) 2.2.F proofread revised draft 2.2.G present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform)
D. Spelling, Grammar, and Usage	
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	2.3.B write legibly
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	
▪	
▪	
▪	
II. Poetry	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics) 2.1.B.2 use sentence structure, paragraph structure, and word order to predict meaning (syntax) 2.1.B.3 use and integrate background knowledge, experience, and context to construct meaning (semantics) 2.6.B identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry 2.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
III. Fiction	
A. Stories	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics) 2.1.B.2 use sentence structure, paragraph structure, and word order to predict meaning (syntax) 2.1.B.3 use and integrate background knowledge, experience, and context to construct meaning (semantics) 2.6.A identify the elements of plot, character, and setting in a favorite story 2.6.C identify words appealing to the senses or involving direct or indirect comparisons in literature 2.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 2.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
B. Mythology of Ancient Greece	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics) 2.1.B.2 use sentence structure, paragraph structure, and word order to predict meaning (syntax) 2.1.B.3 use and integrate background knowledge, experience, and context to construct meaning (semantics) 2.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 2.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
C. American Folk Heroes and Tall Tales	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
D. Literary Terms	
▪	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

IV. Sayings and Phrases	2.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
This can be covered in many other areas	2.2.A generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion)
This can be covered in many other areas	2.5.A gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors
This can be covered in many other areas	2.5.B record observations (for example, logs, lists, graphs, charts, tables, illustrations)
This can be covered in many other areas	2.5.C report events sequentially
This can be covered in many other areas	2.5.D write a concluding statement
Grade 3: Language Arts: Writing	2.5.E use resources (for example, video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words
Grade 3: Language Arts: Writing	2.5.F list resources used by title
Core Knowledge® Content (Language Arts-Grade 3)	Colorado Grade Level Expectations (Grade 3-Reading & Writing)
I. Reading and Writing	
A. Reading Comprehension and Response	
▪	3.1.B.2 use sentence structure, paragraph structure, text organization, and word order (syntax) 3.1.B.3 use and apply background experience and context to construct a variety of meanings over developmentally appropriate complex texts (semantics) 3.1.B.4 use strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently (graphophonics, syntax, and semantics)
▪	3.1.B.1 apply word attack skills to read new and unfamiliar words (graphophonics)
▪	3.1.A.2 summarize text passages
▪	
▪	
▪	
B. Writing	
▪	3.2.B align purpose (for example, to entertain, to inform, to communicate) with audience
▪	3.5.A gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors 3.5.B record observations (for example, logs, lists, graphs, charts, tables, illustrations) 3.5.C report events sequentially 3.5.D write a concluding statement 3.5.E use resources (for example, video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words 3.5.F list resources used by title
▪	
▪	
▪	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

<ul style="list-style-type: none"> ▪ 	<p>3.2.C write a first draft with the necessary components for a specific genre 3.2.D revise draft content (for example, organization, relevant details, clarity) 3.2.E edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference) 3.2.F proofread revised draft 3.2.G present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform)</p>
C. Spelling, Grammar, and Usage	
<ul style="list-style-type: none"> ▪ 	<p>3.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)</p>
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	<p>3.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)</p>
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	<p>3.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)</p>
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	
D. Vocabulary	
<ul style="list-style-type: none"> ▪ 	
II. Poetry	
<ul style="list-style-type: none"> ▪ 	<p>3.6.B identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry 3.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading</p>
III. Fiction	
A. Stories	
<ul style="list-style-type: none"> ▪ 	<p>3.1.A.1 adjust reading pace to accommodate purpose, style, and difficulty of material 3.1.A.3 apply information and make connections from reading 3.6.A identify the elements of plot, character, and setting in a favorite story 3.6.C identify words appealing to the senses or involving direct or indirect comparisons in literature 3.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 3.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading</p>
B. Myths and Mythical Characters	
<ul style="list-style-type: none"> ▪ 	<p>3.1.A.1 adjust reading pace to accommodate purpose, style, and difficulty of material 3.1.A.3 apply information and make connections from reading 3.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 3.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading</p>
C. Literary Terms	
<ul style="list-style-type: none"> ▪ 	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

IV. Sayings and Phrases	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i> , but can be covered in other areas
This can be covered in many other areas	3.2.A generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion)
This can be covered in many other areas	3.3.B write legibly
Core Knowledge® Content (Language Arts-Grade 4)	Colorado Grade Level Expectations (Grade 4-Reading & Writing)
I. Writing, Grammar, and Usage	
A. Writing and Research	
▪	4.2.A generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation) 4.2.B organize their writing 4.2.C choose vocabulary that communicates their messages clearly and precisely 4.2.D revise and edit speech and writing 4.2.E create readable documents with legible handwriting or word processing at the appropriate time
▪	4.5.A use organizational features of printed texts (for example, page numbering, alphabetizing, glossaries, chapter heading, tables of contents, indexes, captions) 4.5.D take notes, outline, and identify main ideas in resource materials 4.5.E sort information as it relates to a specific topic or purpose 4.5.F give credit for borrowed information by telling or listing sources
▪	
B. Grammar and Usage	
▪	
▪	4.3.A know and use correct subject/verb agreement
▪	
▪	
▪	4.3.C know and use correct capitalization, punctuation, and abbreviations
▪	
▪	
▪	
II. Poetry	
A. Poems	
▪	4.1.A use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories (for example, skim and scan, self-monitor for understanding)
B. Terms	
▪	
III. Fiction	
A. Stories	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

<ul style="list-style-type: none"> ▪ 	<p>4.1.A use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories (for example, skim and scan, self-monitor for understanding)</p> <p>4.1.B identify supporting details and main ideas</p> <p>4.1.C summarize long text passages</p> <p>4.1.D draw inferences using contextual clues</p> <p>4.1.E set purpose for reading</p> <p>4.1.F use bold print, italics, titles, sub-titles, quotations, and underlined words to comprehend texts</p> <p>4.4.A recognize an author's point of view</p> <p>4.4.B predict and draw conclusions about stories</p> <p>4.4.C differentiate between fact and opinion in written and spoken forms</p> <p>4.6.A read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading</p> <p>4.6.B read, respond to, and discuss literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written</p> <p>4.6.C recognize the concept of classic or enduring literature, and reading and listening to classic works</p> <p>4.6.E use new vocabulary from literature in other context</p>
<p>B. Myths and Mythical Characters</p>	
<ul style="list-style-type: none"> ▪ 	<p>4.1.A use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories (for example, skim and scan, self-monitor for understanding)</p> <p>4.1.B identify supporting details and main ideas</p> <p>4.1.C summarize long text passages</p> <p>4.1.D draw inferences using contextual clues</p> <p>4.1.E set purpose for reading</p> <p>4.1.F use bold print, italics, titles, sub-titles, quotations, and underlined words to comprehend texts</p> <p>4.6.A read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading</p>
<p>C. Literary Terms</p>	
<ul style="list-style-type: none"> ▪ 	<p>4.6.D use literary terminology such as setting, plot, character, problem, and solution</p>
<p>IV. Speeches</p>	
<ul style="list-style-type: none"> ▪ 	<p>4.1.A use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories (for example, skim and scan, self-monitor for understanding)</p>
<p>V. Sayings and Phrases</p>	
<p>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></p>	<p>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</p>
<p>This can be covered in many other areas</p>	<p>4.1.G identify sequential order in expository text</p>
<p>Grade 7: English: Grammar</p>	<p>4.3.B know and use correct modifiers</p>
<p>Grade 3: Language Arts: Spelling, Grammar, and Usage</p>	<p>4.3.D spell frequently used words correctly using phonics rules and exceptions</p>
<p>This can be covered in many other areas</p>	<p>4.4.D use reading, writing, speaking, and listening to define and solve problems</p>
<p>This can be covered in many other areas</p>	<p>4.4.E respond to written and oral presentations as a reader, listener, and articulate speaker</p>
<p>This can be covered in many other areas</p>	<p>4.4.F use listening skills to understand directions</p>
<p>This can be covered in many other areas</p>	<p>4.5.B recognize organizational features of electronic information (for example, pull-down menus, icons, key word searches)</p>

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

<ul style="list-style-type: none"> ▪ This can be covered in many other areas 	<p>4.5.C use organizational features of media or electronic information (for example, passwords, entry menu features, pull-down menus, icons, key word searches)</p>
Core Knowledge® Content (Language Arts-Grade 5)	Colorado Grade Level Expectations (Grade 5-Reading & Writing)
I. Writing, Grammar, and Usage	
A. Writing and Research	
<ul style="list-style-type: none"> ▪ 	<p>5.2.A generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation) 5.2.B organize their writing so that there is an introduction, logical arrangement of ideas, and a conclusion 5.2.C use transitions to link ideas 5.2.D choose vocabulary that communicates their messages clearly and precisely 5.2.E revise drafts by adding, elaborating, deleting, combining, and rearranging texts 5.2.F revise drafts for coherence, progression, and logical support 5.2.G edit drafts for specific purposes 5.2.H create readable documents with legible handwriting or word processing at the appropriate time</p>
<ul style="list-style-type: none"> ▪ 	<p>5.2.B organize their writing so that there is an introduction, logical arrangement of ideas, and a conclusion 5.5.A frame questions to direct research 5.5.B organize prior knowledge about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline) 5.5.C take notes from relevant and authoritative sources (for example, guest speakers, periodicals, on-line searches) 5.5.D summarize and organize ideas gained from multiple sources in useful ways (for example, outlines, conceptual maps, learning logs, timelines) 5.5.E find information to support ideas 5.5.F present information in various forms using available technology 5.5.G evaluate own research and raise new questions for further investigation 5.5.H follow accepted formats for writing research, including documenting sources</p>
B. Grammar and Usage	
<ul style="list-style-type: none"> ▪ 	<p>5.3.B write in complete sentences varying the types such as compound and complex, and using appropriately punctuated dependent clauses</p>
<ul style="list-style-type: none"> ▪ 	<p>5.3.D employ standard English usage in writing, including subject-verb agreement and pronoun referents</p>
<ul style="list-style-type: none"> ▪ 	<p>5.3.C use adjectives (comparative and superlative forms) and adverbs appropriately</p>
<ul style="list-style-type: none"> ▪ 	<p>5.3.D employ standard English usage in writing, including subject-verb agreement and pronoun referents 5.3.F know and use correct pronoun case</p>
<ul style="list-style-type: none"> ▪ 	<p>5.3.E Know and use correct capitalization, punctuation, and abbreviations</p>
<ul style="list-style-type: none"> ▪ 	
C. Vocabulary	
<ul style="list-style-type: none"> ▪ 	<p>5.1.G use word recognition skills to understand unfamiliar words (for example, decoding multi-syllable words, affixes, root words)</p>
II. Poetry	
A. Poems	
<ul style="list-style-type: none"> ▪ 	<p>5.6.D identify the sound of poetry, including alliteration, assonance, consonance, onomatopoeia, and rhyme scheme</p>
B. Terms	
<ul style="list-style-type: none"> ▪ 	<p>5.6.D identify the sound of poetry, including alliteration, assonance, consonance, onomatopoeia, and rhyme scheme</p>

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

III. Fiction and Drama	
A. Stories	
<ul style="list-style-type: none"> ▪ 	5.1.B summarize long text passages 5.1.C draw inferences using contextual clues 5.1.D compare and contrast different texts 5.1.E select, use, monitor, and reflect upon appropriate strategies for different reading purposes 5.1.J paraphrase the key ideas in fiction and non-fiction 5.1.K confirm meaning using contextual clues 5.4.A recognize an author's point of view 5.4.B predict and draw conclusions about stories 5.4.C differentiate between fact and opinion in written and spoken forms 5.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays 5.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar 5.6.C identify and analyze elements of plot and characterization 5.6.E use knowledge of foreshadowing, metaphor, simile, and symbolism to understand the text
B. Drama	
<ul style="list-style-type: none"> ▪ 	5.1.B summarize long text passages 5.1.C draw inferences using contextual clues 5.1.D compare and contrast different texts 5.1.E select, use, monitor, and reflect upon appropriate strategies for different reading purposes 5.1.J paraphrase the key ideas in fiction and non-fiction 5.1.K confirm meaning using contextual clues 5.4.A recognize an author's point of view 5.4.B predict and draw conclusions about stories 5.4.C differentiate between fact and opinion in written and spoken forms
C. Myths and Legends	
<ul style="list-style-type: none"> ▪ 	5.1.B summarize long text passages 5.1.C draw inferences using contextual clues 5.1.D compare and contrast different texts 5.1.E select, use, monitor, and reflect upon appropriate strategies for different reading purposes 5.1.J paraphrase the key ideas in fiction and non-fiction 5.1.K confirm meaning using contextual clues
D. Literary Terms	
<ul style="list-style-type: none"> ▪ 	5.6.E use knowledge of foreshadowing, metaphor, simile, and symbolism to understand the text 5.6.F understand how figurative language supports meaning in a given context
IV. Speeches	
<ul style="list-style-type: none"> ▪ 	5.1.J paraphrase the key ideas in fiction and non-fiction
V. Sayings and Phrases	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
Grade 2: Language Arts: Spelling, Grammar, and Usage	5.3 A know and use regular and irregular plurals correctly

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

This can be covered in many other areas	5.4.D use reading, writing, speaking, and listening to define and solve problems
This can be covered in many other areas	5.4.E respond to written and oral presentations as a reader, listener, and articulate speaker
This can be covered in many other areas	5.4.F use listening skills to understand directions
Core Knowledge® Content (English-Grade 6)	Colorado Grade Level Expectations (Grade 6-Reading & Writing)
I. Writing, Grammar, and Usage	
<p><u>Teachers:</u> Students should be given many opportunities for writing, both imaginative and expository, with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. In sixth grade, it is appropriate to emphasize revision, with the expectation that students will revise and edit to produce (in some cases) a finished product that is thoughtful, well-organized, and reasonably correct in grammar, mechanics, and spelling. Continue imaginative writing, but place a stronger emphasis than in previous grades on expository writing, including, for example, summaries, book reports, essays that explain a process, and descriptive essays. Note also the requirement below for writing persuasive essays, a research essay, and a standard business letter.</p>	
A. Writing and Research	
<ul style="list-style-type: none"> ▪ 	<p>6.2.A generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation, writing a summary)</p> <p>6.2.B organize their writing so that there is an introduction, logical arrangement of ideas, and a conclusion</p> <p>6.2.C use transitions to link ideas</p> <p>6.2.D choose vocabulary that communicates their messages clearly and precisely</p> <p>6.2.E revise drafts by adding, elaborating, deleting, combining, and rearranging text</p> <p>6.2.F revise drafts for coherence, progressions, and logical support</p> <p>6.2.G edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice</p> <p>6.2.H create readable documents with legible handwriting or word processing at the appropriate time</p> <p>6.4.C differentiate between fact and opinion in written and spoken forms</p>
<ul style="list-style-type: none"> ▪ 	<p>6.2.A generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation, writing a summary)</p> <p>6.2.B organize their writing so that there is an introduction, logical arrangement of ideas, and a conclusion</p> <p>6.5.A frame questions to direct research</p> <p>6.5.B organize prior knowledge about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline)</p> <p>6.5.C take notes from relevant and authoritative sources (for example, guest speakers, periodicals, on-line searches)</p> <p>6.5.D summarize and organize ideas gained from multiple sources in useful ways (for example, outlines, conceptual maps, learning logs, timelines)</p> <p>6.5.E find information to support ideas</p> <p>6.5.F present information in various forms using available technology</p> <p>6.5.G evaluate own research and raise new questions for further investigation</p> <p>6.5.H follow accepted formats for writing research, including documenting sources</p>

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

▪	6.2.A generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation, writing a summary) 6.2.B organize their writing so that there is an introduction, logical arrangement of ideas, and a conclusion
B. Speaking and Listening	
▪	6.4.C differentiate between fact and opinion in written and spoken forms 6.4.D use reading, writing, speaking, and listening to define and solve problems 6.4.E respond to written and oral presentations as a reader, listener, and articulate speaker 6.4.F use listening skills to understand directions
▪	6.2.A generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation, writing a summary)
▪	6.2.A generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation, writing a summary)
C. Grammar and Usage	
▪	6.3.B write in complete sentences varying the types such as compound and complex, and using appropriately punctuated dependent clauses
▪	6.3.B write in complete sentences varying the types such as compound and complex, and using appropriately punctuated dependent clauses 6.3.D employ standard English usage in writing, including subject-verb agreement and pronoun referents
▪	6.3.E know and use correct capitalization, punctuation, and abbreviations
▪	
▪	
▪	6.3.C use adjectives (comparative and superlative forms) and adverbs correctly
D. Spelling	
▪	6.1.E identify the meaning of prefixes and suffixes
▪	
E. Vocabulary	
<u>Teachers:</u> Students should know the meaning of these Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.	
	6.1.E identify the meaning of prefixes and suffixes 6.1.J locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources
II. Poetry	
A. Poems	
▪	6.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays 6.6.D identify the sound of poetry, including alliteration, assonance, consonance, onomatopoeia, and rhyme scheme
B. Terms	
▪	
III. Fiction and Drama	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

A. Stories	
<ul style="list-style-type: none"> ■ 	<p>6.1.A paraphrase, summarize, and synthesize information from a variety of text and genre 6.1.B identify main idea and supporting details in a variety of text and genres 6.1.C infer and predict using information in a variety of text and genres 6.1.D monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information 6.1.F use background knowledge of subject and text structure to make complex predictions of content and purpose of text 6.1.G use text structure, such as cause and effect, to locate and recall information 6.1.H establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems 6.1.I use word recognition skills to understand unfamiliar words (for example, letter-sound correspondence, language structures, and context) 6.4.A determine author's purpose 6.4.B predict and draw conclusions about stories 6.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays 6.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar 6.6.C identify and analyze elements of plot and characterization 6.6.G identify and analyze characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in literature</p>
B. Drama	
<ul style="list-style-type: none"> ■ 	<p>6.1.A paraphrase, summarize, and synthesize information from a variety of text and genre 6.1.B identify main idea and supporting details in a variety of text and genres 6.1.C infer and predict using information in a variety of text and genres 6.1.D monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information 6.1.F use background knowledge of subject and text structure to make complex predictions of content and purpose of text 6.1.G use text structure, such as cause and effect, to locate and recall information 6.1.H establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems 6.1.I use word recognition skills to understand unfamiliar words (for example, letter-sound correspondence, language structures, and context) 6.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays 6.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar 6.6.C identify and analyze elements of plot and characterization 6.6.G identify and analyze characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in literature</p>
C. Classical Mythology	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

<ul style="list-style-type: none"> ▪ 	<p>6.1.A paraphrase, summarize, and synthesize information from a variety of text and genre</p> <p>6.1.B identify main idea and supporting details in a variety of text and genres</p> <p>6.1.C infer and predict using information in a variety of text and genres</p> <p>6.1.D monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information</p> <p>6.1.F use background knowledge of subject and text structure to make complex predictions of content and purpose of text</p> <p>6.1.G use text structure, such as cause and effect, to locate and recall information</p> <p>6.1.H establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems</p> <p>6.1.I use word recognition skills to understand unfamiliar words (for example, letter-sound correspondence, language structures, and context)</p> <p>6.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays</p> <p>6.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar</p> <p>6.6.C identify and analyze elements of plot and characterization</p> <p>6.6.G identify and analyze characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in literature</p>
D. Literary Terms	
<ul style="list-style-type: none"> ▪ 	<p>6.6.E understand and use literary terms (for example, foreshadowing, metaphor, simile, symbolism, dialogue, scene, flashback)</p> <p>6.6.F understand how figurative language supports meaning in a given context</p>
IV. Sayings and Phrases	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
Grade 2: Language Arts: Spelling, Grammar, and Usage	6.3. A know and use regular and irregular plurals correctly
Grade 5: Language Arts: Grammar and Usage	6.3.F know and use correct pronoun cases
This can be covered in many other areas	6.4.F use listening skills to understand directions
Core Knowledge® Content (English-Grade 7)	Colorado Grade Level Expectations (Grade 7-Reading & Writing)
I. Writing, Grammar, and Usage	
A. Writing and Research	
<p><u>Teachers:</u> Students should be given opportunities to write fiction, poetry, or drama, but instruction should emphasize repeated expository writing. Students should examine their work with attention to unity, coherence, and emphasis. Expository essays should have a main point and stick to it, and have a coherent structure, typically following the pattern of introduction, body, and conclusion. Paragraphs should have a unified focus, be developed with evidence, and examples, and have transitions between them. Essays should have appropriate tone and diction, as well as correct spelling and grammar in their final form. Standards for writing apply across the disciplines.</p>	<p>7.2.A write in a variety of genres such as personal narratives, informational brochures, essays, stories, and letters for specific purposes such as to entertain, to persuade, and to inform</p> <p>7.2.B develop ideas and content with significant details, examples, and/or reasons</p> <p>7.2.C organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion</p> <p>7.2.D use transitions to link ideas</p> <p>7.2.E plan, draft, revise, and edit for a legible final copy</p> <p>7.2.F use a variety of sentence structures with varied length</p> <p>7.2.G write with a voice appropriate to purpose and audience</p> <p>7.2.H choose a range of words that are precise and vivid</p> <p>7.3.F use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes on major but focused idea</p> <p>7.3.G use conventional spelling in published work</p>

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

▪	7.2.A write in a variety of genres such as personal narratives, informational brochures, essays, stories, and letters for specific purposes such as to entertain, to persuade, and to inform
▪	7.5.A use organizational features of printed text such as chapter preview and summaries, prefaces, annotations, bold face print, and appendices 7.5.C locate and select relevant information 7.5.D paraphrase, summarize, organize, and synthesize information 7.5.E use available media resources, including technology, to research and produce a document
B. Speaking and Listening	
▪	7.4.B use reading, writing, speaking, listening, and viewing to solve problems and answer questions 7.4.D make predictions, draw conclusions, and analyze what the read, hear, and view
▪	
▪	
C. Grammar	
▪	
▪	7.3.B use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones
▪	
▪	
▪	
▪	
▪	7.3.C write in complete sentences
▪	
▪	
D. Spelling	
▪	7.3.H use writing resources such as dictionaries to monitor spelling accuracy
▪	7.3.G use conventional spelling in published work
E. Vocabulary	
▪	7.1.G use word recognition skills to comprehend text (for example, roots, prefixes, and suffixes)
II. Poetry	
A. Poems	
▪	7.1.B summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry 7.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays
B. Elements of Poetry	
▪	7.6.D apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text
▪	
▪	
▪	
III. Fiction, Nonfiction, and Drama	
A. Short Stories	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

<ul style="list-style-type: none"> ▪ 	<p>7.1.A compare and contrast texts with similar characters, plots, and/or themes 7.1.B summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry 7.1.C determine the main idea or essential message in a text 7.1.D make reasonable inferences from information that is implied but not directly stated 7.1.E infer by making connections between separated sections of a text 7.1.F find support in the text for main ideas 7.1.G use word recognition skills to comprehend text (for example, roots, prefixes, and suffixes) 7.4.A recognize an author's or speaker's point of view or purpose 7.4.D make predictions, draw conclusions, and analyze what the read, hear, and view 7.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays 7.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar</p>
<p>B. Novels/Novellas</p>	
<ul style="list-style-type: none"> ▪ 	<p>7.1.A compare and contrast texts with similar characters, plots, and/or themes 7.1.B summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry 7.1.C determine the main idea or essential message in a text 7.1.D make reasonable inferences from information that is implied but not directly stated 7.1.E infer by making connections between separated sections of a text 7.1.F find support in the text for main ideas 7.1.G use word recognition skills to comprehend text (for example, roots, prefixes, and suffixes) 7.4.A recognize an author's or speaker's point of view or purpose 7.4.D make predictions, draw conclusions, and analyze what the read, hear, and view 7.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays 7.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar</p>
<p>C. Elements of Fiction</p>	
<ul style="list-style-type: none"> ▪ 	<p>7.6.C use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view</p>
<p>D. Essays and Speeches</p>	
<ul style="list-style-type: none"> ▪ 	<p>7.1.A compare and contrast texts with similar characters, plots, and/or themes 7.1.B summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry 7.1.C determine the main idea or essential message in a text 7.1.D make reasonable inferences from information that is implied but not directly stated 7.1.E infer by making connections between separated sections of a text 7.1.F find support in the text for main ideas 7.1.G use word recognition skills to comprehend text (for example, roots, prefixes, and suffixes) 7.4.A recognize an author's or speaker's point of view or purpose 7.4.D make predictions, draw conclusions, and analyze what the read, hear, and view 7.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays 7.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar</p>
<p>E. Autobiography</p>	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

<ul style="list-style-type: none"> 7.1.A compare and contrast texts with similar characters, plots, and/or themes 7.1.B summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry 7.1.C determine the main idea or essential message in a text 7.1.D make reasonable inferences from information that is implied but not directly stated 7.1.E infer by making connections between separated sections of a text 7.1.F find support in the text for main ideas 7.1.G use word recognition skills to comprehend text (for example, roots, prefixes, and suffixes) 7.4.A recognize an author's or speaker's point of view or purpose 7.4.D make predictions, draw conclusions, and analyze what the read, hear, and view 7.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays 7.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar 	
F. Drama	
<ul style="list-style-type: none"> 7.1.A compare and contrast texts with similar characters, plots, and/or themes 7.1.B summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry 7.1.C determine the main idea or essential message in a text 7.1.D make reasonable inferences from information that is implied but not directly stated 7.1.E infer by making connections between separated sections of a text 7.1.F find support in the text for main ideas 7.1.G use word recognition skills to comprehend text (for example, roots, prefixes, and suffixes) 7.4.A recognize an author's or speaker's point of view or purpose 7.4.D make predictions, draw conclusions, and analyze what the read, hear, and view 7.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays 7.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar 	
<ul style="list-style-type: none"> 7.6.C use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view 	
G. Literary Terms	
<ul style="list-style-type: none"> 7.6.D apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text 	
IV. Foreign Phrases Commonly Used in English	
<ul style="list-style-type: none"> 	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
This can be covered in many other areas	7.1.H find the sequence of steps in a technical publication
Grade 5: Language Arts: Grammar and Usage	7.3.A identify parts of speech such as nouns, pronouns, verbs, and adjectives
Grade 2 and 3: Language Arts: Spelling, Grammar, and Usage	7.3.D use capitals correctly, such as in titles, direct quotations, and proper nouns
Grade 4, 5, 6: Language Arts: Grammar and Usage	7.3.E punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons
This can be covered in many other areas	7.4.C distinguish between fact and opinion
This can be covered in many other areas	7.5.B use library and interlibrary catalog databases and organizational features of electronic information (for example, microfiche headings and numbering, Internet, electronic mail, CD-ROM, laser disc)
Core Knowledge® Content (English-Grade 8)	Colorado Grade Level Expectations (Grade 8-Reading & Writing)

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

I. Writing, Grammar, and Usage	
A. Writing and Research	
<p><u>Teachers:</u> Students should be given opportunities to write fiction, poetry, or drama, but instruction should emphasize repeated expository writing. Students should examine their work with attention to unity, coherence, and emphasis. Expository essays should have a main point and stick to it, and have a coherent structure, typically following the pattern of introduction, body, and conclusion. Paragraphs should have a unified focus, be developed with evidence, and examples, and have transitions between them. Essays should have appropriate tone and diction, as well as correct spelling and grammar in their final form. Standards for writing apply across the disciplines.</p>	<p>8.2.A write stories, letters, and reports with greater detail and supporting material 8.2.B choose vocabulary and figures of speech that communicate clearly 8.2.C draft, revise, edit, and proofread for a legible final copy 8.2.D apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking 8.2.F write and speak in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately 8.3.F use possessives and correct paragraphing in writing</p>
<ul style="list-style-type: none"> ▪ 	<p>8.2.A write stories, letters, and reports with greater detail and supporting material 8.2.B choose vocabulary and figures of speech that communicate clearly 8.2.C draft, revise, edit, and proofread for a legible final copy 8.2.D apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking 8.2.F write and speak in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately</p>
<ul style="list-style-type: none"> ▪ 	<p>8.2.C draft, revise, edit, and proofread for a legible final copy 8.2.D apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking 8.2.E incorporate source materials into their speaking and writing (for example, interviews, news articles, encyclopedia information) 8.5.A use organizational features of printed text such as prefaces, afterwards, and appendices 8.5.C locate and select relevant information 8.5.E give credit for borrowed information in a bibliography</p>
B. Speaking and Listening	
<ul style="list-style-type: none"> ▪ 	<p>8.4.B use reading, writing, speaking, listening, and viewing to solve problems and answer questions 8.4.C make predictions, draw conclusions, and analyze what the read, hear, and view</p>
<ul style="list-style-type: none"> ▪ 	<p>8.2.D apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking 8.4.D recognize, express, and defend a point of view orally in an articulate manner and in writing</p>
<ul style="list-style-type: none"> ▪ 	
C. Grammar	
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	<p>8.3.E punctuate and capitalize titles and direct quotations</p>
<ul style="list-style-type: none"> ▪ 	<p>8.3.C use modifiers, homonyms, and homophones in writing and speaking</p>

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

▪	
▪	8.3.D use simple, compound, complex, and compound/complex sentences in writing and speaking
D. Spelling	
▪	8.1.J apply knowledge of letter-sound correspondence, language structures, and context to recognize words 8.3.H expand spelling skills to include more complex words 8.3.I demonstrate use of conventional spelling in their published works 8.3.J use resources such as spell checkers, dictionaries, and charts to monitor their spelling and accuracy
E. Vocabulary	
	8.1.J apply knowledge of letter-sound correspondence, language structures, and context to recognize words 8.1.K locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources 8.3.G use prefixes, root words, and suffixes correctly in writing and speaking
II. Poetry	
A. Poems	
▪	8.1.A use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels 8.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays
B. Elements of Poetry	
▪	
▪	8.6.D apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text
III. Fiction, Nonfiction, and Drama	
A. Short Stories	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

<ul style="list-style-type: none"> ▪ 	<p>8.1.A use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels</p> <p>8.1.B paraphrase, summarize, synthesize, and evaluate information from a variety of text and genres</p> <p>8.1.C identify main idea and supporting details in a variety of texts and genres</p> <p>8.1.D infer and predict using information in a variety of text and genres</p> <p>8.1.E monitor own comprehension and make modifications when understanding breaks down by reading a portion, using reference aids, and searching for clues</p> <p>8.1.G use background knowledge of subject and text structure to make complex predictions of content and purpose of text</p> <p>8.1.H use text structure, such as cause and effect, to locate and recall information</p> <p>8.1.I establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems</p> <p>8.4.A recognize an author's or speaker's point of view and purpose, separating fact from fiction</p> <p>8.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays</p> <p>8.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar</p>
B. Novels	
<ul style="list-style-type: none"> ▪ 	<p>8.1.A use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels</p> <p>8.1.B paraphrase, summarize, synthesize, and evaluate information from a variety of text and genres</p> <p>8.1.C identify main idea and supporting details in a variety of texts and genres</p> <p>8.1.D infer and predict using information in a variety of text and genres</p> <p>8.1.E monitor own comprehension and make modifications when understanding breaks down by reading a portion, using reference aids, and searching for clues</p> <p>8.1.G use background knowledge of subject and text structure to make complex predictions of content and purpose of text</p> <p>8.1.H use text structure, such as cause and effect, to locate and recall information</p> <p>8.1.I establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems</p> <p>8.4.A recognize an author's or speaker's point of view and purpose, separating fact from fiction</p> <p>8.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays</p> <p>8.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar</p>
C. Elements of Fiction	
<ul style="list-style-type: none"> ▪ 	<p>8.2.G recognize stylistic elements such as voice, tone, and style</p> <p>8.4.E determine literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism of dialogue</p> <p>8.6.C use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view</p>
D. Essays and Speeches	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

<ul style="list-style-type: none"> ▪ 	<p>8.1.A use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels</p> <p>8.1.B paraphrase, summarize, synthesize, and evaluate information from a variety of text and genres</p> <p>8.1.C identify main idea and supporting details in a variety of texts and genres</p> <p>8.1.D infer and predict using information in a variety of text and genres</p> <p>8.1.E monitor own comprehension and make modifications when understanding breaks down by reading a portion, using reference aids, and searching for clues</p> <p>8.1.G use background knowledge of subject and text structure to make complex predictions of content and purpose of text</p> <p>8.1.H use text structure, such as cause and effect, to locate and recall information</p> <p>8.1.I establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems</p> <p>8.4.A recognize an author's or speaker's point of view and purpose, separating fact from fiction</p> <p>8.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays</p> <p>8.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar</p>
<p>E. Autobiography</p>	
<ul style="list-style-type: none"> ▪ 	<p>8.1.A use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels</p> <p>8.1.B paraphrase, summarize, synthesize, and evaluate information from a variety of text and genres</p> <p>8.1.C identify main idea and supporting details in a variety of texts and genres</p> <p>8.1.D infer and predict using information in a variety of text and genres</p> <p>8.1.E monitor own comprehension and make modifications when understanding breaks down by reading a portion, using reference aids, and searching for clues</p> <p>8.1.G use background knowledge of subject and text structure to make complex predictions of content and purpose of text</p> <p>8.1.H use text structure, such as cause and effect, to locate and recall information</p> <p>8.1.I establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems</p> <p>8.4.A recognize an author's or speaker's point of view and purpose, separating fact from fiction</p> <p>8.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays</p> <p>8.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar</p>
<p>F. Drama</p>	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

<ul style="list-style-type: none"> ▪ 	<p>8.1.A use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels</p> <p>8.1.B paraphrase, summarize, synthesize, and evaluate information from a variety of text and genres</p> <p>8.1.C identify main idea and supporting details in a variety of texts and genres</p> <p>8.1.D infer and predict using information in a variety of text and genres</p> <p>8.1.E monitor own comprehension and make modifications when understanding breaks down by reading a portion, using reference aids, and searching for clues</p> <p>8.1.G use background knowledge of subject and text structure to make complex predictions of content and purpose of text</p> <p>8.1.H use text structure, such as cause and effect, to locate and recall information</p> <p>8.1.I establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems</p> <p>8.4.A recognize an author's or speaker's point of view and purpose, separating fact from fiction</p> <p>8.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays</p> <p>8.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar</p>
<ul style="list-style-type: none"> ▪ 	
G. Literary Terms	
<ul style="list-style-type: none"> ▪ 	8.6.D apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text
IV. Foreign Phrases Commonly Used in English	
<ul style="list-style-type: none"> ▪ 	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
Grade 6: English: Literary Terms	8.1.F confirm meaning of figurative, idiomatic, and technological language using context clues
Grade 5: Language Arts: Grammar and Usage	8.3.A identify the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections
Grade 5: Language Arts: Grammar and Usage, Grade 6: English: Grammar and Usage, Grade 7: English: Grammar	8.3.B use correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking
This can be covered in many other areas	8.5.B use organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media), and library and interlibrary catalog databases
This can be covered in many other areas	8.5.D use available technology to research and produce and end-product that is accurately documented
This can be covered in many other areas	8.6.E use new vocabulary from literature in other context