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COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Colorado Academic STANDARDS

Fourth Grade

Reading, Writing, & Communicating

Revised: December 2010

**Colorado Academic Standards in
Reading, Writing, and Communicating
and
The Common Core State Standards for English
Language Arts & Literacy in History/Social Studies,
Science, and Technical Subjects**

On December 10, 2009, the Colorado State Board of Education adopted the revised Reading, Writing, and Communicating Academic Standards, along with academic standards in nine other content areas, creating Colorado's first fully aligned preschool through high school academic expectations. Developed by a broad spectrum of Coloradans representing Pre-K and K-12 education, higher education, and business, utilizing the best national and international exemplars, the intention of these standards is to prepare Colorado schoolchildren for achievement at each grade level, and ultimately, for successful performance in postsecondary institutions and/or the workforce.

Concurrent to the revision of the Colorado standards was the Common Core State Standards (CCSS) initiative, whose process and purpose significantly overlapped with that of the Colorado Academic Standards. Led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), these standards present a national perspective on academic expectations for students, Kindergarten through High School in the United States.

In addition to standards in English Language Arts (ELA), the Common Core State Standards offer literacy expectations for history/social studies, science, and technical subjects. These expectations, beginning in grade 6 through grade 12, are intended to assist teachers in "*use(ing) their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields."* (Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, page 3). These expectations are NOT meant to supplant academic standards in other content areas, but to be used as a literacy supplement.

Upon the release of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects on June 2, 2010, the Colorado Department of Education began a gap analysis process to determine the degree to which the expectations of the Colorado Academic Standards aligned with the Common Core. The independent analysis proved a nearly 95% alignment between the two sets of standards. On August 2, 2010, the Colorado State Board of Education adopted the Common Core State Standards, and requested the integration of the Common Core State Standards and the Colorado Academic Standards.

In partnership with the dedicated members of the Colorado Standards Revision Subcommittee in Reading, Writing, and Communicating, this document represents the integration of the combined academic content of both sets of standards, maintaining the unique aspects of the Colorado Academic Standards, which include personal financial literacy, 21st century skills, school readiness competencies, postsecondary and workforce readiness competencies, and preschool expectations. The result is a world-class set of standards that are greater than the sum of their parts.

The Colorado Department of Education encourages you to review the Common Core State Standards and the extensive appendices at www.corestandards.org. While all the expectations of the Common Core State Standards are embedded and **coded with CCSS:** in this document, additional information on the development and the intentions behind the Common Core State Standards can be found on the website.

"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

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

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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.

Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*
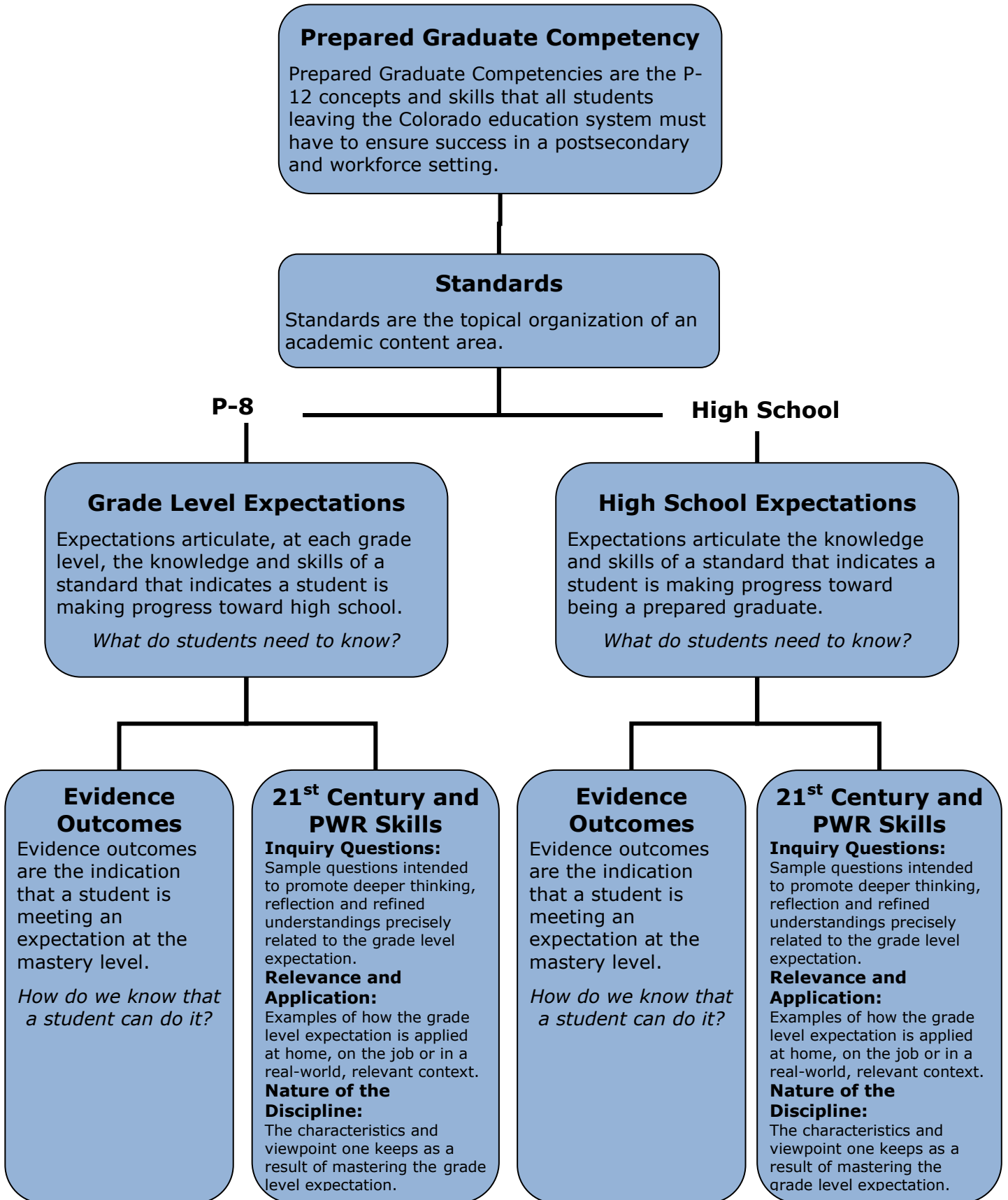
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- *Inquiry Questions:*
  Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

- *Relevance and Application:*
  Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

- *Nature of the Discipline:*
  The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions

Prepared Graduate Competency

Prepared Graduate Competencies are the P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

Standards

Standards are the topical organization of an academic content area.

P-8

High School

Grade Level Expectations

Expectations articulate, at each grade level, the knowledge and skills of a standard that indicates a student is making progress toward high school.

What do students need to know?

High School Expectations

Expectations articulate the knowledge and skills of a standard that indicates a student is making progress toward being a prepared graduate.

What do students need to know?

Evidence Outcomes

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century and PWR Skills

Inquiry Questions:
Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
Relevance and Application:
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
Nature of the Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Evidence Outcomes

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century and PWR Skills

Inquiry Questions:
Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
Relevance and Application:
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
Nature of the Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Content Area: NAME OF CONTENT AREA
Standard: The topical organization of an academic content area.

Prepared Graduates:
➢ The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

High School and Grade Level Expectations

Concepts and skills students master:
Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.
Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.
What do students need to know?

Evidence Outcomes	21st Century Skills and Readiness Competencies	
Students can:	**Inquiry Questions:**
Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.	Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
How do we know that a student can do it?	**Relevance and Application:**
	Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
	Nature of the Discipline:
	The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies
in Reading, Writing, and Communicating

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates:

- 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

- Deliver organized and effective oral presentations for diverse audiences and varied purposes

- Use language appropriate for purpose and audience

- Demonstrate skill in inferential and evaluative listening

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience

- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

- Write with a clear focus, coherent organization, sufficient elaboration, and detail

- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes

- Apply standard English conventions to effectively communicate with written language

- Implement the writing process successfully to plan, revise, and edit written work

- Master the techniques of effective informational, literary, and persuasive writing

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

- Articulate the position of self and others using experiential and material logic

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

- Use primary, secondary, and tertiary written sources to generate and answer research questions

- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration

- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

- Exercise ethical conduct when writing, researching, and documenting sources

Standards in Reading, Writing, and Communicating

Standards are the topical organization of an academic 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 21st century skills and serve the state, region, and nation well.

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

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

4. **Research and Reasoning**
   Research and Reasoning skills are pertinent for success in a postsecondary and workforce setting. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work.

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.

Reading, Writing, and Communicating
Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Fourth Grade	
1. Oral Expression and Listening	1. A clear communication plan is necessary to effectively deliver and receive information
2. Reading for All Purposes	1. Comprehension and fluency matter when reading literary texts in a fluent way
	2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way
	3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills
3. Writing and Composition	1. The recursive writing process is used to create a variety of literary genres for an intended audience
	2. Informational and persuasive texts use the recursive writing process
	3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader
4. Research and Reasoning	1. Comprehending new information for research is a process undertaken with discipline both alone and within groups
	2. Identifying implications, concepts, and ideas enriches reasoning skills

21st Century Skills and Readiness Competencies in Reading, Writing, and Communicating

The reading, writing, and communicating subcommittee embedded 21st century skills, school readiness, and postsecondary and workforce readiness skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

Colorado's Description of 21st Century Skills

The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Reading, Writing, and Communicating are inherently demonstrated in each of Colorado's 21st century skills, as follows:

Critical Thinking and Reasoning

Critical thinking and reasoning are vital to advance in the technologically sophisticated world we live in. In order for students to be successful and powerful readers, writers, and communicators, they must incorporate critical thinking and reasoning skills. Students need to be able to successfully argue a point, justify reasoning, evaluate for a purpose, infer to predict and draw conclusions, problem-solve, and understand and use logic to inform critical thinking.

Information Literacy

The student who is information-literate accesses information efficiently and effectively by reading and understanding essential content of a range of informational texts and documents in all academic areas. This involves evaluating information critically and competently; accessing appropriate tools to synthesize information; recognizing relevant primary and secondary information; and distinguishing among fact, point of view, and opinion.

Collaboration

Reading, writing, and communicating must encompass collaboration skills. Students should be able to collaborate with each other in multiple settings: peer groups, one-on-one, in front of an audience, in large and small group settings, and with people of other ethnicities. Students should be able to participate in a peer review, foster a safe environment for discourse, mediate opposing perspectives, contribute ideas, speak with a purpose, understand and apply knowledge of culture, and seek others' ideas.

Self Direction

Students who read, write, and communicate independently portray self-direction by using metacognition skills. These important skills are a learner's automatic awareness of knowledge and ability to understand, control, and manipulate cognitive processes. These skills are important not only in school but throughout life, enabling the student to learn and set goals independently.

Invention

Applying new ways to solve problems is an ideal in reading and writing instruction. Invention is one of the key components of creating an exemplary writing piece or synthesizing information from multiple sources. Invention takes students to a higher level of metacognition while exploring literature and writing about their experiences.

Colorado's Description for School Readiness
(Adopted by the State Board of Education, December 2008)
School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado's Description of Postsecondary and Workforce Readiness
(Adopted by the State Board of Education, June 2009)
Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards
Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline.* These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind's eye.

1. Oral Expression and Listening

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

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

Prepared Graduate Competencies
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Oral Expression and Listening Standard:

➢ 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

➢ Deliver organized and effective oral presentations for diverse audiences and varied purposes

➢ Use language appropriate for purpose and audience

➢ Demonstrate skill in inferential and evaluative listening

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:
➢ Use language appropriate for purpose and audience

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
1. A clear communication plan is necessary to effectively deliver and receive information

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL.4.1) i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.4.1a) ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b) iii. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (CCSS: SL.4.1c) iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d) b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2) c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3) d. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCSS: SL.4.4) e. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5) f. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)	**Inquiry Questions:** 1. Why is important to listen to all members in a group before making a decision about an issue or problem? 2. What are some important things to do when presenting ideas to a group? 3. Why is paraphrasing someone else's thinking important before sharing other opinions? **Relevance and Application:** 1. Learning how to listen and support ideas with others is a life skill (Businesses of all sizes create communication plans so all employees are kept informed and know how and where to offer their opinion.) 2. Interacting with others by sharing knowledge, ideas, stories, and interests builds positive relationships. For example, when planning a school festival students, parents, and teachers work together to develop ideas and plan the work. 3. Using databases to organize information about and audience can improve a meeting. **Nature of Reading, Writing, and Communicating:** 1. Good communicators acknowledge the ideas of others.

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.

Prepared Graduate Competencies

The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Reading for All Purposes Standard:

➢ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

➢ Demonstrate comprehension of a variety of informational, literary, and persuasive texts

➢ Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

➢ Read a wide range of literature (American and world literature) to understand important universal themes and the human experience

➢ Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

➢ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

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From the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Pages 31 and 57):

Measuring Text Complexity: Three Factors
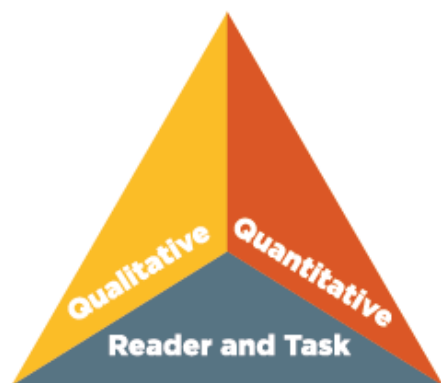
Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction**
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:
➢ Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
1. Comprehension and fluency matter when reading literary texts in a fluent way

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Use Key Ideas and Details to:
  i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
  ii. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.
  iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
  iv. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (CCSS: RL.4.3)
  v. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)
b. Use Craft and Structure to:
  i. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (CCSS: RL.4.4)
  ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5)
  iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)
c. Use Integration of Knowledge and Ideas to:
  i. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7)
  ii. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)
  iii. Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.
d. Use Range of Reading and Complexity of Text to:
  i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10)
  ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)
	Inquiry Questions:
	  1. How do people use different reading strategies to better understand different genres (poetry, stories, nonfiction)?
	  2. What can readers infer about the main character of a text?
	  3. How are you similar or different from the characters in the text?
	  4. How did the author use events to prepare the reader for the ending?
	  5. How would the story be different if the author changed the setting?
	
	Relevance and Application:
	  1. The skills used in reading comprehension transfers to readers' ability to understand and interpret events.
	  2. Analyzing character traits supports working relationships in the workplace.
	  3. It is important to be able to identify conflict and how it occurs and to look for strategies to deal with conflict.
	  4. Reading with prosody increases comprehension and fluency. These are skills of proficient readers.
	  5. Use of voice recording software to record, listen to and follow along with words and texts can enhance understanding
	
	Nature of Reading, Writing, and Communicating:
	  1. Readers think about the tone and message of the text. They use the expression to make reading clear.
	  2. Readers continually monitor their thinking as they read.
	  3. Readers think about how the setting of a story can completely change how they think about the plot. Readers think about how the story would have been different in a different setting.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:
➢ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Grade Level Expectation: Fourth Grade
Concepts and skills students master:
2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Use Key Ideas and Details to:
  i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)
  ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
  iii. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
  iv. Skim materials to develop a general overview of content
  v. Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)
b. Use Craft and Structure to:
  i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. (CCSS: RI.4.4)
	Inquiry Questions:
	1. What does informational text tell readers about themselves, others, and the world?
	2. How do text features help readers gain information that they need?
	3. How do readers know if the text is informing them or trying to persuade them?

ii. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
  iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)
  iv. Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension
  v. Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information
  vi. Identify conclusions
c. Use Integration of Knowledge and Ideas to:
	Relevance and Application:
	1. Announcers read stylized print with appropriate inflection.
	2. Readers interpret the intended message in various genres (such as fables, billboards, Web pages, poetry, and posters).
	3. Online comprehension strategies differ from those used to comprehend printed text due to non-linear design and the addition of multimedia clues which can greatly distract or aid in understanding.

i. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
  ii. Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
  iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)
d. Use Range of Reading and Complexity of Text to:
  i. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10)
	Nature of Reading, Writing, and Communicating:
	1. Readers read for enjoyment and information.
	2. Readers make connections from what they are reading to previous selections within text or other sources.
	3. When readers analyze well-written paragraphs, they support their writing skills.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:
➢ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)
  i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.4.3a)
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
  i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
  ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)
  iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)
  i. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)
  ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). (CCSS: L.4.4b)
  iii. Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)
  iv. Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught
  v. Read multisyllabic words with and without inflectional and derivational suffixes
  vi. Infer meaning of words using explanations offered within a text
  vii. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.4.4c)
d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
  i. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (CCSS: L.4.5a)
  ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)
  iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)
e. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). (CCSS: L.4.6)
	Inquiry Questions:
	1. How can analyzing word structures help readers understand word meanings?
	2. How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (meaning, meaningful)?
	3. Why do root words change their spelling when suffixes are added?
	
	Relevance and Application:
	1. Changing accent changes the meaning of words (CONtest, conTEST).
	2. Voice recording software and tools a iPods provide students opportunity to listen to and record multisyllabic words and text
	3. Readers can create new words by adding prefixes and suffixes (such as wood, wooden).
	4. The spelling of multisyllabic root words can change when suffixes are added (transfer, transferrable).
	
	Nature of Reading, Writing, and Communicating:
	1. The ability to notice accent is essential for successful communication.
	2. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language.

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.

From the Common Core State Standards Expectations for EACH grade level:
"Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences."

Prepared Graduate Competencies
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Writing and Composition standard:

➢ Write with a clear focus, coherent organization, sufficient elaboration, and detail

➢ Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes

➢ Apply standard English conventions to effectively communicate with written language

➢ Implement the writing process successfully to plan, revise, and edit written work

➢ Master the techniques of effective informational, literary, and persuasive writing

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Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:
➤ Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fourth Grade
Concepts and skills students master:
1. The recursive writing process is used to create a variety of literary genres for an intended audience

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)
  i. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS: W.4.1a)
  ii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)
  iii. Link opinion and reasons using words and phrases (e.g., f*or instance*, *in order to*, *in addition*). (CCSS: W.4.1c)
  iv. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)
b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)
  i. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)
  ii. Choose planning strategies to support text structure and intended outcome
  iii. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
  iv. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
  v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
  vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)
c. Write poems that express ideas or feelings using imagery, figurative language, and sensory details
	Inquiry Questions:
	1. How are literary genres different in form and substance?
	2. How does a graphic organizer assist a writer?
	3. How does writing create a visual image for the reader?
	
	Relevance and Application:
	1. Different forms of literary genre can express the same ideas in different ways.
	2. Learning to write with strong words will increase how readers will perceive the messages writers are trying to convey. (Write about an event using formal and informal language.)
	3. Writers who connect their personal experiences to writing will increase their skills.
	
	Nature of Reading, Writing, and Communicating:
	1. Writers include personal experiences in their writing.

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:
➢ Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
2. Informational and persuasive texts use the recursive writing process

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)
  i. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)
  ii. Choose planning strategies to support text structure and intended outcome
  iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast
  iv. Organize relevant ideas and details to convey a central idea or prove a point
  v. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
  vi. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). (CCSS: W.4.2c)
  vii. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
  viii. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
	Inquiry Questions:
	1. Which tools are available to assist the writer in planning, drafting, and revising personal writing?
	2. How is word choice affected by audience and purpose?
	3. How are writers persuasive without being biased?
	
	Relevance and Application:
	1. When preparing for a presentation writers can use electronic resources to add graphics and visual effects to a project.
	2. Businesses use proposals to persuade consumers to buy their products.
	
	Nature of Reading, Writing, and Communicating:
	1. Writers use transition words in their writing to make transitions clearer and easier to follow.
	2. Writers will sometimes use a visual that will help convey their message.

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:
➢ Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
   3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
c. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
d. Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose
e. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
  i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
  ii. Choose punctuation for effect. (CCSS: L.4.3b)
  iii. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)
f. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
  i. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). (CCSS: L.4.1a)
  ii. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. (CCSS: L.4.1b)
  iii. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. (CCSS: L.4.1c)
  iv. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). (CCSS: L.4.1d)
  v. Form and use prepositional phrases. (CCSS: L.4.1e)
  vi. Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing
  vii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)
  viii. Correctly use frequently confused words (e.g., *to, too, two; there, their*). (CCSS: L.4.1g)
g. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
  i. Use correct capitalization. (CCSS: L.4.2a)
  ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)
  iii. Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)
  iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
	Inquiry Questions:
	1. How is reading actually speech that has been written down?
	2. How do writers use technology to support the writing process?
	3. How would you find meaning in a piece of writing that used no punctuation?
	
	Relevance and Application:
	1. Writers organize reports differently than literary writing.
	2. Writers use writing to explore ideas.
	3. Proper usage of verbs is important in speaking and writing.
	4. Friends and family can sometimes only truly understand your feelings when you use accurate punctuation and spelling.
	5. Writers use a range of resources including technology as revising and editing tools.
	
	Nature of Reading, Writing, and Communicating:
	1. Writers can edit their own work.
	2. Writers use quotation marks in their writing to show dialogue in their work.

4. Research and Reasoning

Research and Reasoning skills are pertinent for success in a postsecondary and workforce setting. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work.

Prepared Graduate Competencies
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Research and Reasoning standard:

➢ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

➢ Articulate the position of self and others using experiential and material logic

➢ Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

➢ Use primary, secondary, and tertiary written sources to generate and answer research questions

➢ Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration

➢ Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

➢ Exercise ethical conduct when writing, researching, and documenting sources

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Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:
➢ Use primary, secondary, and tertiary written sources to generate and answer research questions

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
1. Comprehending new information for research is a process undertaken with discipline both alone and within groups

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can:	**Inquiry Questions:**
a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)	1. What facts do writers use to support their ideas and opinions?
i. Identify a topic and formulate open-ended research questions for further inquiry and learning	2. Which text features did you find the most useful as you wrote your report?
ii. Present a brief report of the research findings to an audience	3. As researchers begin a research project, how do they organize their resources as they gather them?
b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)	4. How would you rate your own contributions to your group and why?
i. Identify relevant sources for locating information	5. How does a group resolve conflicts as it works on a group project?
ii. Locate information using text features, (appendices, indices, glossaries, and table of content)	6. What evidence can students use to ensure that all members of a group make a strong contribution?
iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)	**Relevance and Application:**
iv. Read for key ideas, take notes, and organize information read (using graphic organizer)	1. Writers plan, write, and present information to an audience that reflects their point of view.
v. Interpret and communicate the information learned by developing a brief summary with supporting details	2. Students use a rubric to self-evaluate their project.
vi. Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models)	3. Good readers ask good questions.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)	4. Researchers who use multiple resources create a stronger research project.
i. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (CCSS: W.4.9.a)	5. Use electronic tools to summarize and organize your thinking
	6. Use social networking tools to create and share your information.
ii. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (CCSS: W.4.9.b)	**Nature of Reading, Writing, and Communicating:**
	1. Researcher plan, present, and evaluate projects that define a point of view.
	2. Before researchers begin a research project, they always have materials ready to take notes and highlight key ideas so that they can refer to them later.
	3. Researcher can use the glossary or appendix.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:
➢ Articulate the position of self and others using experiential and material logic

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
2. Identifying implications, concepts, and ideas enriches reasoning skills

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior b. State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict) c. Identify the key concepts and ideas they and others use d. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth	**Inquiry Questions:** 1. What are the implications or what might happen if someone takes action about an issue? 2. What are the consequences of the action? 3. How do students identify key concepts and ideas? 4. How do students know they clearly understand the concepts and topics? 5. What problems may arise if students use only their own thinking in their work? 6. How do students include the perspectives, thinking, or opinions of others as they learn? 7. How does elaborating help others understand a concept with more clarity? 8. What strategy do readers use to help them identify the key concepts or main ideas of a text?
	Relevance and Application: 1. Concepts and ideas may reflect prior knowledge and experiences. 2. Presenters are able to clarify what is useful when speaking or writing. 3. When asked to share ideas, presenters must be precise and share key points so that others will be able to follow their information. 4. People must ask questions of themselves and of others for the purpose of quality understanding and reasoning. 5. People who put their thinking or the thinking of a favorite author or researcher aside to entertain other thinking use a fair-minded way to gain understanding. 6. Good communicators acknowledge that further reading or research can increase their depth of understanding.
	Nature of Reading, Writing, and Communicating: 1. Researchers understand that clear concepts and ideas must be supported with facts. 2. All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences. 3. Good communicators are able to state the issue or concept, elaborate on it, and have an example to clearly express their thinking.