

Sixth 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.

Colorado Academic Standards Reading, Writing, and Communicating

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

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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?*

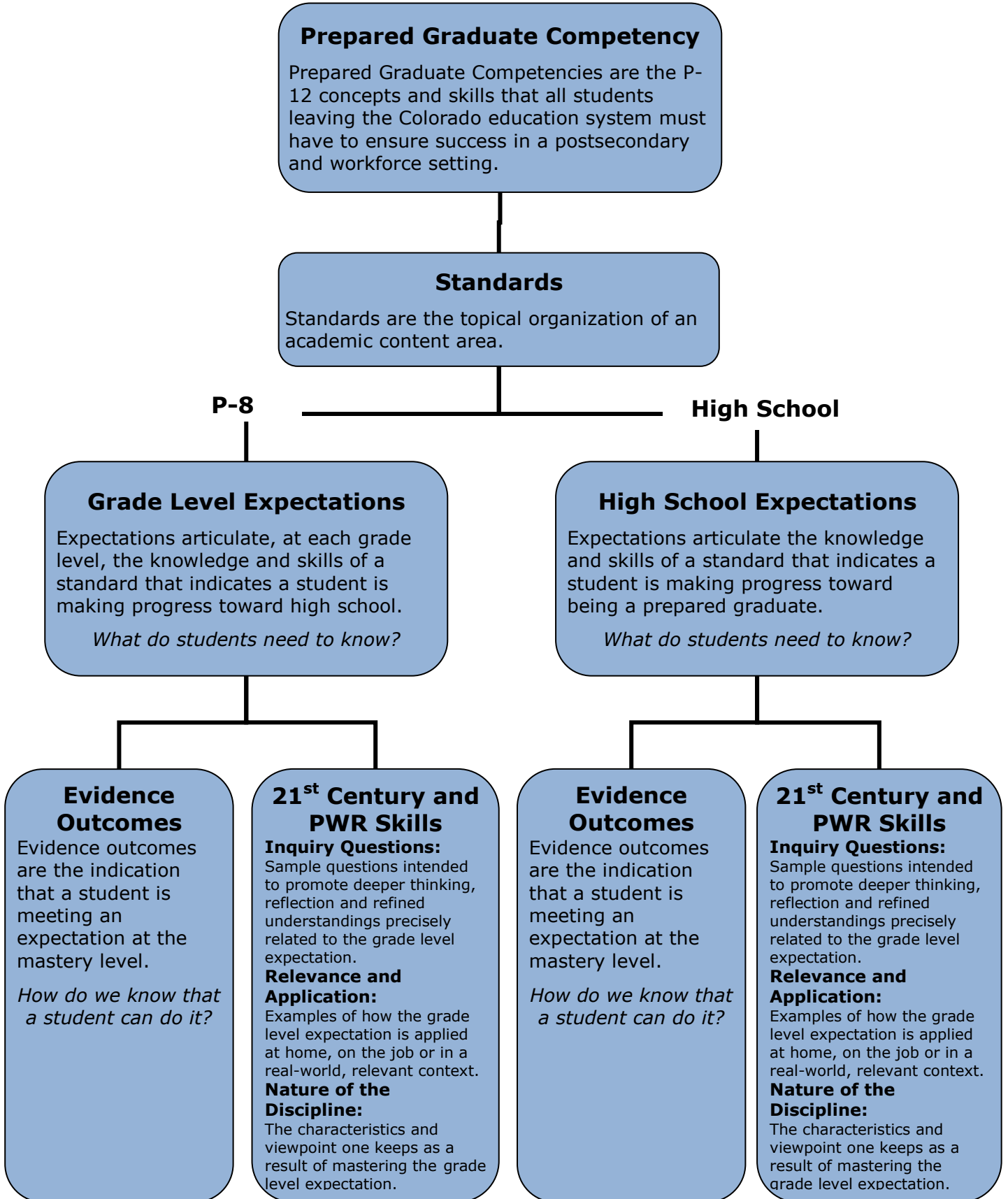
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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



STANDARDS TEMPLATE

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

Students can:

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 Skills and Readiness Competencies

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.

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

Sixth Grade	
1. Oral Expression and Listening	1. Successful group discussions require planning and participation by all
2. Reading for All Purposes	1. Understanding the meaning within different types of literature depends on properly analyzing literary components 2. Organizing structure to understand and analyze factual information 3. Word meanings are determined by how they are designed and how they are used in context
3. Writing and Composition	1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice 2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop 3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy
4. Research and Reasoning	1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation 2. Assumptions can be concealed, and require identification and evaluation 3. Monitoring the thinking of self and others is a disciplined way to maintain awareness

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:

- 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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Successful group discussions require planning and participation by all

Evidence Outcomes

Students can:

- a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)
- b. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)
- d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.6.1)
 - i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
 - ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
 - iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
 - iv. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
- e. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2)
- f. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: SL.6.3)
- g. Use evidence to develop credibility (such as citing textual evidence to support opinions)
- h. Recognize the difference between informal and formal language and make choices appropriate for group purposes

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What happens when members of a group don’t listen to one another?
2. How do members of a group know if they are using credible sources?
3. What active listening strategies can individuals use while working in a group?
4. Why is it important for people to wait their turn before providing an opinion or giving feedback?
5. What tools can be used in a small group to organize the discussion?

Relevance and Application:

1. Contributing ideas and listening respectfully lead to greater buy-in and give society a larger understanding of views of group members. (Scientists collect seemingly unrelated facts and discoveries and put them together to formulate a hypothesis. Coaches develop game plans that require the players to actively listen and participate to be successful.)
2. The Internet offers search engines and library databases that help users identify credible sources.

Nature of Reading, Writing, and Communicating:

1. Collaboration expands thinking and understanding by integration of others’ ideas and perspectives.

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

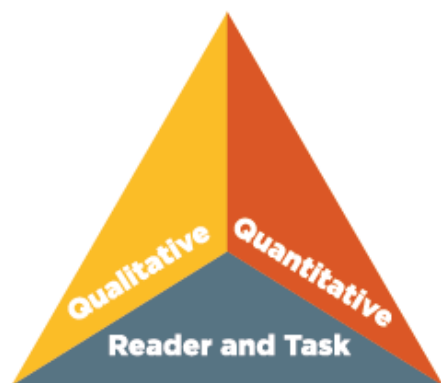
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

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

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:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Understanding the meaning within different types of literature depends on properly analyzing literary components

Evidence Outcomes

Students can:

- a. Use Key Ideas and Details to:
 - i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
 - ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
 - iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)
 - ii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
 - iii. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)
 - ii. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)
- 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 poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
- e. Use different kinds of questions to clarify and extend comprehension
- f. Identify how the author uses dialogue and specific word choice to achieve an effect

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does understanding the author's purpose help readers comprehend the text?
2. How do specific words help readers visualize a scene? How does understanding the author's word choice contribute to imagery?
3. How do different characters represent different points of view?

Relevance and Application:

1. When readers become aware of how an author writes, they can increase their own sentence fluency when they are writing. (Comic books are creative genres that use dialogue, mood, and setting to entertain or make a point.)
2. Readers choose literary texts based on author's style, personal connections, desire to expand their world view, and interest.
3. Sometimes one can access authors online via tools such as Skype, Facebook, and blogs to gain insight into the writer's purpose.

Nature of Reading, Writing, and Communicating:

1. When readers pay attention to how an author uses language, they increase their reading fluency and comprehension.
2. Readers use the same skills they have gleaned from some of their favorite authors when they write.
3. Readers who analyze characters' responses to different situations can respond more flexibly to their own situations.
4. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8. (CCSS: RST.6-8.1-10)
5. Reading Standards for Literacy in History/Social Studies, Grades 6-8. (CCSS: RH.6-8.1-10)

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: Sixth Grade

Concepts and skills students master:

- 2. Organizing structure to understand and analyze factual information

Evidence Outcomes

Students can:

- a. Use Key Ideas and Details to:
 - i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
 - ii. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
 - iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS: RI.6.3)
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
 - ii. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
 - iii. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
 - ii. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)
 - iii. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CCSS: RI.6.9)
- d. Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)
- e. Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures
- f. Use information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do text structures affect our understanding of various texts?
2. How do authors use text features to highlight information?
3. How are conclusions different from evaluations?
4. How can an author’s perspective inform readers or persuade the readers to change their thinking?

Relevance and Application:

1. All events have a cause and effect (when a sports team loses playoff games, when an adult can’t read, when students don’t study for a test).
2. Drawing conclusions supports thinking when making decisions (completing a science experiment, deciding what kind of car to buy, choosing a college to attend).
3. Readers need to be aware of persuasive techniques that can influence their decisions (magazine ads about cosmetics, smoking, and alcohol).
4. Organizational structures of online text are non-linear and very different from print text, requiring understanding and skill to achieve comprehension.

Nature of Reading, Writing, and Communicating:

1. Readers use text features as a source for finding information.
2. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8. (CCSS: RST.6-8.1-10)
3. Reading Standards for Literacy in History/Social Studies, Grades 6-8. (CCSS: RH.6-8.1-10)

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: Sixth Grade

Concepts and skills students master:

- 3. Word meanings are determined by how they are designed and how they are used in context

Evidence Outcomes

Students can:

- a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
 - i. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
 - ii. Make connections back to previous sentences and ideas to resolve problems in comprehension
 - iii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). (CCSS: L.6.4b)
 - iv. Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word
 - v. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)
 - vi. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
- b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.6.5)
 - i. Interpret figures of speech (e.g., personification) in context. (CCSS: L.6.5a)
 - ii. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS: L.6.5b)
 - iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). (CCSS: L.6.5c)
- c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How does knowledge of roots and affixes help determine the meaning of unknown words?
- 2. Where can readers find evidence of affixes and how they are used to convey meaning?
- 3. How does the larger context help readers understand confusing words or ideas?

Relevance and Application:

- 1. Readers apply knowledge of roots and affixes to help determine the meanings of unfamiliar words. (Doctors' and nurses read medical books and journals, scientists read research reports and scientific studies.)
- 2. Researchers use electronic resources to find information on unfamiliar topics or to find out more information.
- 3. Hypertext and quick-search features in Web sites and online databases can help one quickly obtain meaning.

Nature of Reading, Writing, and Communicating:

- 1. Readers transfer knowledge of roots and affixes when reading and writing unfamiliar words.
- 2. Readers make intentional bridging inferences and connections between sections to resolve problems in comprehension.

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

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

Prepared Graduates:
 ➤ Write with a clear focus, coherent organization, sufficient elaboration, and detail

Grade Level Expectation: Sixth Grade

Concepts and skills students master:
 1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3) <ul style="list-style-type: none"> i. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d) v. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e) b. Employ a range of planning strategies to generate descriptive and sensory details (webbing, free writing, graphic organizers) c. Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice in texts d. Organize literary and narrative texts using conventional organizational patterns of the chosen genre e. Use literary elements of a text (well-developed characters, setting, dialogue, conflict) to present ideas in a text f. Use word choice, sentence structure, and sentence length to create voice and tone in writing 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What descriptors help the reader visualize the character, setting, and plot in a composition? 2. What language brings a piece of writing to life for the reader? 3. How can desktop and online resources be used to edit and critique a work in progress? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. When working on an important project at work people can use a variety of online resources to expand their ideas. 2. Pieces of electronic information can be stored for later use, application, and research. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 1. Writers use the writing process, with a variety of media and technology tools to publish compositions. 2. Writers use descriptive language to create mental pictures for the reader. 3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8. (CCSS: WHST.6-8.1-6 and 10)

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

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

- 2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop

Evidence Outcomes

Students can:

- a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1)
 - i. Introduce claim(s) and organize the reasons and evidence clearly. (CCSS: W.6.1a)
 - ii. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS: W.6.1b)
 - iii. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c)
 - iv. Establish and maintain a formal style. (CCSS: W.6.1d)
 - v. Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e)
- b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
 - i. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
 - ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
 - iii. Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
 - iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
 - v. Establish and maintain a formal style. (CCSS: W.6.2e)
 - vi. Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
- c. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure
- d. Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs
- e. Write to pursue a personal interest, to explain, or to persuade
- f. Write to analyze informational texts (explains the steps in a scientific investigation)
- g. Analyze and improve clarity of paragraphs and transitions
- h. Select vocabulary and information to enhance the central idea
- i. Identify persuasive elements in a peer’s writing and critique the effectiveness

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is relevance so important when someone is writing?
2. How do writers monitor their work to include information that is relevant to the topic?
3. How do writers improve the organization of a piece of writing?
4. How is word selection important to a piece of writing?
5. If strong, well-selected vocabulary is used, what might a reader say to the author?
6. How does text organization help the reader understand writing?

Relevance and Application:

1. Before a project is turned in to a supervisor, people work with a co-worker to edit and revise their work.
2. Successful revision includes rereading, reflecting, rethinking, and rewriting.
3. Choosing the right words to communicate thoughts helps deliver a clear message.
4. Working together, a written piece can reflect valued points of view and motivate others.

Nature of Reading, Writing, and Communicating:

1. Writers understand that compositions may be used to convey ideas, evoke emotion, persuade, or entertain.
2. Creative and colorful writing persuades and influences events.
3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8. (CCSS: WHST.6-8.1-6 and 10)

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: Sixth Grade

Concepts and skills students master:

- 3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy

Evidence Outcomes

Students can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
 - i. Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS: L.6.1a)
 - ii. Use intensive pronouns (e.g., *myself*, *ourselves*). (CCSS: L.6.1b)
 - iii. Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c)
 - iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
 - v. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
 - vi. Identify fragments and run-ons and revise sentences to eliminate them
 - vii. Use coordinating conjunctions in compound sentences
 - viii. Maintain consistent verb tense within paragraph.
 - ix. Choose adverbs to describe verbs, adjectives, and other adverbs
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
 - i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
 - ii. Spell correctly. (CCSS: L.6.2b)
- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
 - i. Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
 - ii. Maintain consistency in style and tone. (CCSS: L.6.3b)
- d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
- e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
- f. 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 three pages in a single sitting. (CCSS: W.6.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. If piece of writing has many errors or is difficult to read, what are readers' thoughts about that piece?
- 2. How can writers create strong sentence fluency in their work?
- 3. What author uses language and organization that makes his/her work enjoyable to read?
- 4. How do writers monitor their spelling if spell-check is not available?

Relevance and Application:

- 1. Written language differs from spoken language in terms of vocabulary, structure, and context.
- 2. Learning to edit writing is important because it demonstrates the work to others who may be reading it (Locate examples of public places where there is poor grammar or poor spelling. Write a letter to a local business asking for support for a class project. Use electronic resources to edit and revise your project.)

Nature of Reading, Writing, and Communicating:

- 1. Writers pay attention to the way sentences start, which creates more sentence fluency in their writing.

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

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

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation

Evidence Outcomes

Students can:

- a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
 - i. Identify a topic for research, developing the central idea or focus and potential research question(s)
- b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)
 - i. Use a range of print and nonprint sources (atlases, data bases, reference materials, online and electronic resources, interviews, direct observation) to locate information to answer research questions
 - ii. Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
 - i. Follow established criteria for evaluating accuracy, validity, and usefulness of information
 - ii. Select and organize information, evidence, details, or quotations that support the central idea or focus
 - iii. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). (CCSS: W.6.8a)
 - iv. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (CCSS: W.6.8b)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What graphs, charts, photographs, and other access features will support my information?
2. With all of the resources available to me, which one would I not want to be without? Why?
3. What tools meet my needs as a researcher when working with data?
4. How are these tools used by professionals in many fields?
5. How do you hold yourself and others accountable for sharing the work load?

Relevance and Application:

1. Using organizational strategies allows researchers to conduct quality research.
2. Completing a research project in a group enables multiple perspectives.
3. Being able to compromise and negotiate are important tools in life.
4. Selecting the best methods for research will save time and help students become more proficient in writing and presentations.

Nature of Reading, Writing, and Communicating:

1. Researchers make sure research projects are organized in a cohesive manner.
2. Working as an individual, small group or large group requires intellectual autonomy, intellectual integrity, intellectual humility, and so forth.
3. Researchers must choose the right kind of question at issue or a purpose worth researching to conduct quality work.
4. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8. (CCSS: WHST.6-8.7-9)

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

Prepared Graduates:

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

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

- 2. Assumptions can be concealed, and require identification and evaluation

Evidence Outcomes

Students can:

- a. Accurately identify own assumptions, as well as those of others
- b. Make assumptions that are consistent with one another
- c. Identify the natural tendency in humans to use stereotypes, prejudices, biases, and distortions
- d. Identify stereotypes, prejudices, biases, and distortions in self and thinking of others
- e. Accurately state the assumptions underlying the inferences they or others make, and then accurately assess those assumptions for justifiability

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How do assumptions shape people’s thinking?
- 2. What assumptions do you have about your friends?
- 3. What are the implications of someone’s assumptions when meeting a new person?
- 4. How do biases interfere with critical thinking?
- 5. Describe a time when recognized that you had a bias?
- 6. What assumption did you have about this class at the beginning of the year? How has that assumption changed?
- 7. When is an assumption helpful?

Relevance and Application:

- 1. When reading, personal assumptions affect how a reader understands and interprets the text.
- 2. Helping ourselves be aware of biases will assist us in becoming productive, open-minded citizens.
- 3. Historians shift their perspectives (different from their own) to analyze a situation.
- 4. Good architects question their own thinking or actions to avoid making unsupported inferences or conclusions about the properties of new building materials.

Nature of Reading, Writing, and Communicating:

- 1. Researchers know the quality of thinking impacts their lives and the lives of others.
- 2. Researchers know that assessing their assumptions is important as they make daily decisions.
- 3. All reasoning is based on assumptions.
- 4. For thinking to improve, it is necessary to ask critical questions.
- 5. Assessing their assumptions is important as people make daily decisions.

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: Sixth Grade

Concepts and skills students master:

- 3. Monitoring the thinking of self and others is a disciplined way to maintain awareness

Evidence Outcomes

Students can:

- a. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
- b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is it important to understand what others are thinking?
- 2. Describe a situation where you had a different perspective than one of your friends?
- 3. Why do presenters have to be clear about their thinking for others to understand what they are trying to convey?
- 4. If speakers want to share information, how do they determine what may be relevant to the conversation?

Relevance and Application:

- 1. Students who monitor their thinking are able to select from various strategies to improve comprehension.
- 2. When researchers listen to others, they increase their own learning.
- 3. When people evaluate and assess their own thinking (metacognition), they gain clarity in their understanding.
- 4. Use online tools to monitor the writings of professionals in areas of personal interest.

Nature of Reading, Writing, and Communicating:

- 1. Researchers monitor what they are thinking so that they can be fair and unbiased.
- 2. Researchers' own clarity of thought brings clear communication in speaking and writing.
- 3. Presenters exercise persistence with new ideas even though it feels frustrating or difficult at first.

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